

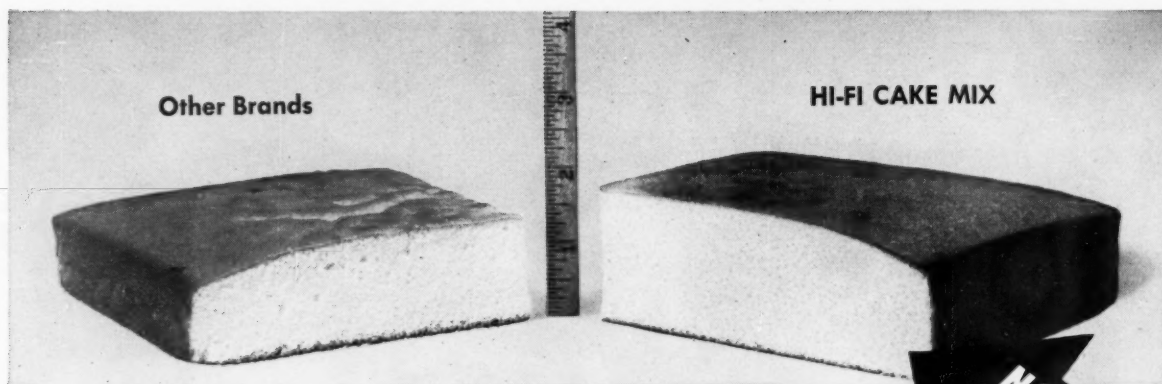
MARCH 1960

Camping Magazine



Stanley J. Michaels
ACA President-Elect

- | | |
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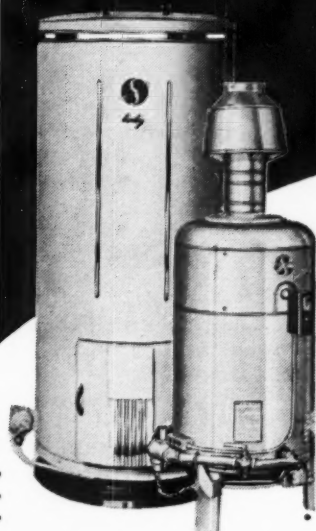
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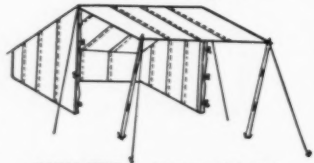
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Camping Magazine

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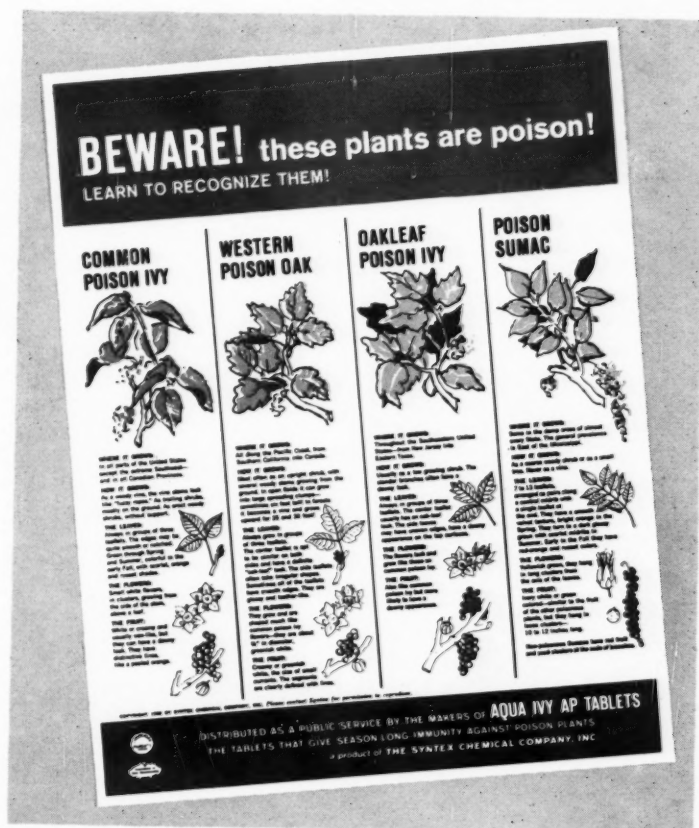
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Camping Magazine

BOOKS FOR BETTER

Light From A Thousand Campfires

Edited by Kenneth B. Webb, Association Press, 291 Broadway, New York 7, \$4.95.

Reviewed by Barbara Ellen Joy.

It is indeed a pleasure to be given the opportunity to express admiration and enthusiasm for this superb compilation, "Light From A Thousand Campfires." There could be no better way to celebrate the Golden Anniversary of the American Camping Association and to pay respect to its pioneer members than to produce such a masterly panoramic review of organized camping—its purpose, contributions to child development and its promise for the future. The editor, Mr. Kenneth B. Webb, and his 200 "screeners" chose wisely and well from the vast amount of literature which has accumulated in the files of Camping Magazine since 1926. The ninety-five articles, poems and prayers are organized into these major sections: The What and Why of Camping; The Campers; The Staff; The Program; The Many Kinds of Camps. The editor ties the articles together by placing running comments between each feature, which cleverly contributes to the continuity of the text.

The Appendix contains a brief history of the American Camping Association by the editor and Mrs. Carrie F. Sinn, who was Chairman of the ACA Publications Committee. This committee did a tremendous amount of preliminary work in formulating the ideas, setting goals, and advising on selections. In the introductory "Trail Guide," the editor pays high tribute to Mrs. Sinn and her seven committee members.

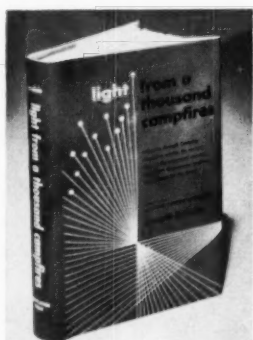
What pleases me most about this book is the fact that so many of the great personalities of earlier days are enabled to speak again. As camping has grown more complex and "organized," we tend to forget its highest principles and noblest objectives which were clearly in the minds and hearts of these pioneers. They were thoughtful, wise, idealistic. They sensed the tremendous potential of this new educational field for which they were carefully and wisely laying the ground work. It is a good and

MARCH 1960

CAMPING

even a necessary thing that the newcomers to camping, who were not fortunate enough to know and work with these beloved leaders, should become thoroughly acquainted with this precious heritage.

"This harvest of modest revelations and bits of seasoned wisdom garnered from the pages of Camping Magazine is offered to all thoughtful people who love children — parents, educators, ministers, social workers — as well as camping people." Certainly every person connected with camping in any way MUST obtain this book. It should be read over and over again,



allowing plenty of time to ponder, to reflect and to evaluate. All effort to keep up with the latest equipment, fads and trends in camping is not necessarily progress toward the original goals, as expressed in this book, and which still hold good.

Perhaps the most useful purpose this book may render to those of us now in camping, and to those who will follow after us, is that of helping to check bearings, perhaps to reset course and then to hold steady. We owe a tremendous debt of gratitude to all those who were connected with this project and we know the book will meet the enthusiastic approval of thousands who will add it proudly to their camping book shelf.

Let's Play Let's Go Exploring

National Council of Churches of Christ in U. S. A., Office of Publication, 120 East 23rd St., New York 10, \$.60 each.

CAMPING MAGAZINE

These two booklets are from a series dealing with the church's use of the out-of-doors as a resource in Christian education, and are for use with children six through 11 years. Day and resident camp leaders will find them useful in planning program.

Dance Handbook

By Margery J. Turner, Prentice Hall, Inc., 70 5th Ave., New York 11, \$2.95.

Here is a simplified dance education guide covering social dance, folk dance, square and round dance, modern dance and tap dance. Written in layman's language, it will be useful to those who wish to develop this activity in camp programs.

Each chapter is followed by selected source materials.

They Sang A New Song

By Ruth MacKay, Abingdon Press, 201 8th Ave. S., Nashville, Tenn., \$3.50.

The words and music of 20 familiar hymns, each representing a time in history, are accompanied by stories telling of lives of courage, loyalty, or noble deeds. Written to help children better understand the hymns they sing, the book will be of value both to them and to adults who lead them.

Growth Through Play

By Farina, Furth and Smith, Prentice-Hall, Inc., 70 5th Ave., New York 11, \$5.75.

Each chapter of this text deals specifically with a particular age group of children from 4 to 12. Chapters give a brief summary of the developmental characteristics of that age and the play activities suited to it. In all, over 500 games and rhythms (music provided) are presented.

Through the Year with Crafts

By Opal Allen and Naomi Ready, Bruce Publishing Co., 400 N. Broadway, Milwaukee 1, Wisc.

The craft projects described and illustrated in this book will appeal to children under 12. Materials used are simple and easily available. Some projects utilize natural materials such as leaves and cornhusks.

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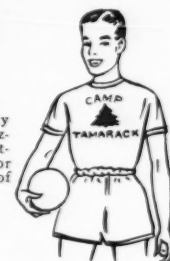
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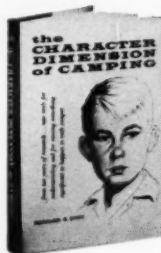
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Camping Magazine

LETTERS FROM READERS

Family Camping Division

Much obvious effort and time has been devoted to the proposal for a Family Camping Division in ACA. Reynold Carlson and his committee are to be commended for their explorations in this direction.

The ACA New York Section Board of Directors discussed the preliminary draft proposal last October. While some of our group felt that the idea warranted further investigation, most members of the Board held it to be premature for ACA to embark upon such a program at this time. The consensus of opinion was that we ought to devote all of our effort, time and funds to further the development of ACA's position of leadership for organized (agency and private) camping. There is no question that ACA is currently healthy and vigorous. Yet, there are areas in our structure and services that could be still further expanded and improved.

Serious questions were raised at the Board meeting about some of the proposed budget assumptions. Many of our members, familiar with the budgetary problems of large local and national organizations, thought that a more thorough study should be made of the projected income from Family-Camping-membership dues. There were raised eyebrows apropos the statement that the new division would be "self-sustaining . . . become a contributor to the overall ACA budget." It was soberly suggested that the dues might actually drain in the opposite direction.

Many took issue with the contention that a Family Camping Division would be beneficial to the growth and development of organized camping. Experienced directors theorized to the contrary. Several private-camp members of the New York Section Board, while enthusiastic about family camping and outdoor recreation in general, expressed concern about the impact of such a movement upon organized private camping. It was pointed out that there were, perhaps, other groups better prepared for this kind of coordination and leadership (mentioned, among others, were the National Recreation Association, Outdoor Education Association, American Youth Hostels, etc.)

Rather than divert potential foundation funds for an entirely new divi-

sion, we ought to use these possible future monies for ACA's many vital needs in the fields of research, public relations, standards, etc. All of our resources, effort and attention ought to be concentrated towards welding the present organization into an even more effective professional group in the field of organized camping.

The New York Section Board of Directors (meeting of October 7, 1959) examined the preliminary draft of the proposal. After deliberation, they directed a letter to ACA President Fred Rogers stating that "... the proposal has some merit and certainly ought to be given further consideration. However, we are of the firm opinion that this is not the opportune time, nor is ACA presently prepared, to pursue an entirely new direction ..."

The undersigned sincerely hopes that our Council of Delegates and National Board will not in haste embark upon a tangential course. Any diversion of present energy will not serve the professional development of ACA and organized camping. It is earnestly hoped that our national office will seek out and acknowledge contrary opinion. The membership needs to be consulted and heard from before precipitous action is taken on a proposal of such import to the future of ACA.

Harold Loren
Lincoln Farm Work Camp
Roscoe, N. Y.

—The "pro" side of the question of a Family Camping Division of ACA was outlined in *Camping Magazine*, January, page 64.—Ed.

To Saturday Evening Post

Let's have more, many more, camping stories by Richard Savage. He truly has a deep perception of what a summer camp should be and what it can contribute to a child's total growth. We have today far too many "little cities surrounded by woods." If only the directors of all such camps could learn what Warren Cole did!

Gerard A. Harrison
Assistant Executive Director
American Camping Association

This is in reference to an article by Richard Savage, "The Boy From The Woods," which appeared in the *Saturday Evening Post*, January 30, 1960—Ed.

Short and Sweet

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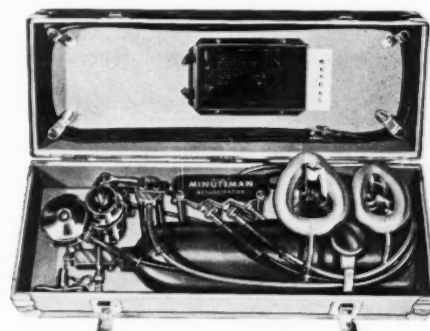
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TOMORROW'S CHILDREN

Camping's Golden Challenge

Part V

What Program Will They Need?

IN THIS fifth, and final, part of Camping Magazine's series to mark the American Camping Association's 50th Anniversary, C. Walton Johnson's article is, perhaps, the most philosophical and yet practical discussion of how each camp director can serve Tomorrow's Children.

The preceding articles discussed campsites, kind of camps, the children themselves and the role ACA will play in serving children. In each article, program was an important part of the major topic. The often-quoted phrase, "everything that happens to a child in camp is program," has been emphasized by the series.

What does and what should happen to a child in camp? Certainly, this is the basic concern for all in camping. Mr. Johnson shares with us his camping philosophy, based on years of experience and thoughtful consideration.

While this article serves as a summation of the Tomorrow's Children series, it does not in any sense represent an ending. The Tomorrow's Children—Camping's Golden Challenge series was planned to serve as an encouragement for better camping in the future. Continuing articles in Camping Magazine will point out ways camping can better serve children now and tomorrow.

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The Unique Mission of Camping

By C. Walton Johnson

*"Earth's crammed with heaven and every common bush
afire with God, but only he who sees takes off his shoes."*

THE ELABORATE entertainment and recreation programs that are now being provided for children by many agencies have brought into sharper focus the unique mission of the summer camp as a child-development institution. Since there are now so many agencies and institutions offering programs for the amusement, entertainment and recreation of children and youth, summer camps do not need to be primarily concerned with these needs of children. The summer camp has a more important mission. Our schools, city parks and play grounds, athletic leagues and country clubs offer excellent facilities

for learning athletic and aquatic skills. The summer camp, therefore, may now accept as its primary concern the growth of the whole child as a person—growth, indeed, into the full stature of manhood and womanhood. What a privilege to have a part in a way of life that prepares children to hear the inaudible and to see the invisible—what a priceless privilege to be near them when they "take off their shoes!"

The many child-serving agencies with their entertainment and recreational programs are not diminishing the need for the summer camp, nor taking its true place as

a child-development institution. These programs only highlight the need of the summer camp and the uniqueness of its mission, which cannot be fulfilled as well by any other institution.

Nature—A Resource In The Camp Program

Before we can fully comprehend the real mission of the summer camp, we must think of nature as a great resource—in some respects an indispensable resource—of a truly adequate child-development program. The organized camp is the child-serving institution that can best use nature as a resource; moreover it is the only medium through which large numbers of children can have this intimate, personal contact with nature. The church, the school, the social agency, and all other youth serving organizations must add organized camping *in the woods* to their programs before they can use nature as a resource. The real meaning of nature, for a child or adult, derives from an intimate, personal contact with nature in its wild and undisturbed state. When flora and fauna are transferred from their natural habitat to museums, these dead specimens of nature lose nearly all of their inspiration and, consequently, much of their educational value.

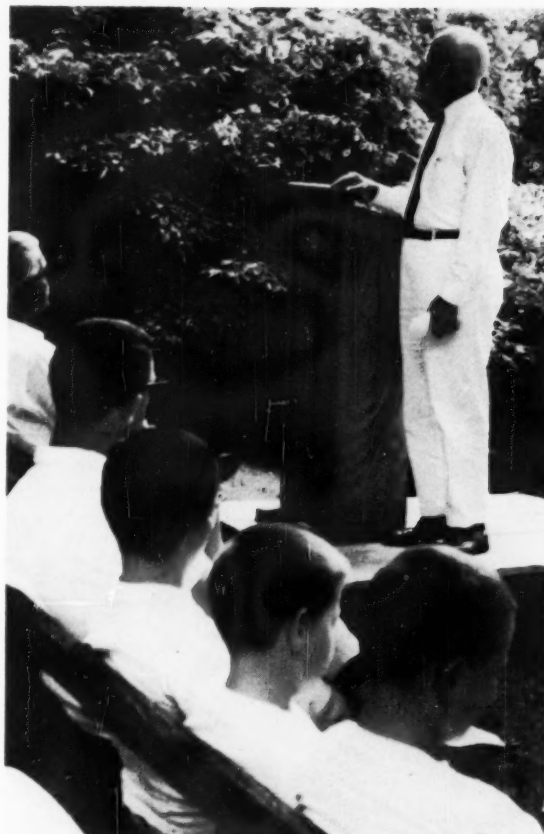
Only he who *climbs* a mountain can know all the exhilaration and inspiration to be had from the view at the summit; only he who has lived intimately with tree and flower, bird and animal, mosses and lichens, rocks and brooks, moths and bees in their wild state can know the happiness, the serenity, and the growth of soul that comes from such a blessed contact with unspoiled nature. When a tree or a flower is transplanted into a garden, when a bird or an animal is caged, nature has lost much of its true essence.

The summer camp has, we believe, a divinely inspired mission as well as a very unique mission. The directors of the earliest camps had a true, if limited, sense of this mission. Ernest B. Balch, who founded the first organized summer camp, with a program based on educational concepts, considered the out-of-doors and nature essential to a good camp program. Directors of childrens' camps today have not only the high privilege, but also a great moral obligation to fulfill the mission for which the summer camp was conceived and has become the accepted exponent. The summer camp can be true to its mission only when nature is used as a resource for helping children grow into the finest manhood and womanhood.

There is, of course, and should be, a place in the summer camp program for much fun, amusement and entertainment, and the acquiring of athletic and aquatic skills. These outcomes, however, should be by-products of a wisely administered summer camp. The purest fun and the most enjoyable entertainment come to a child, or to anyone, indirectly and unsought, as by-products of a truly satisfying activity. Searching for happiness directly is as fruitless as chasing the end of a rainbow. Happiness is the by-product of a good and useful life.

It is becoming increasingly evident that the real mission of the summer camp can be accomplished only by child-centered camps with nature-oriented programs, and counselors who are both nature-conscious and child-conscious. Such a mission will hardly be accomplished by camps with programs built around athletic sports directed by activity-conscious counselors.

If the uniqueness and significance of the summer camp as a child-development institution are to be preserved, camps should not cater to fads and passing interests; should not become regimented, or resort-like; should not repeat, except in a minor way, the activities of school and city; should not attempt to compete with the entertainment programs of television, motion pictures, athle-



C. Walton Johnson speaking at camp worship services.

tic leagues, country clubs, lake and beach resorts. The two essentials for a good camp program are unspoiled wilderness and dedicated, discerning leadership.

Man's Primary Relationships

Man has three primary relationships by which he must live:

His relationship with nature.

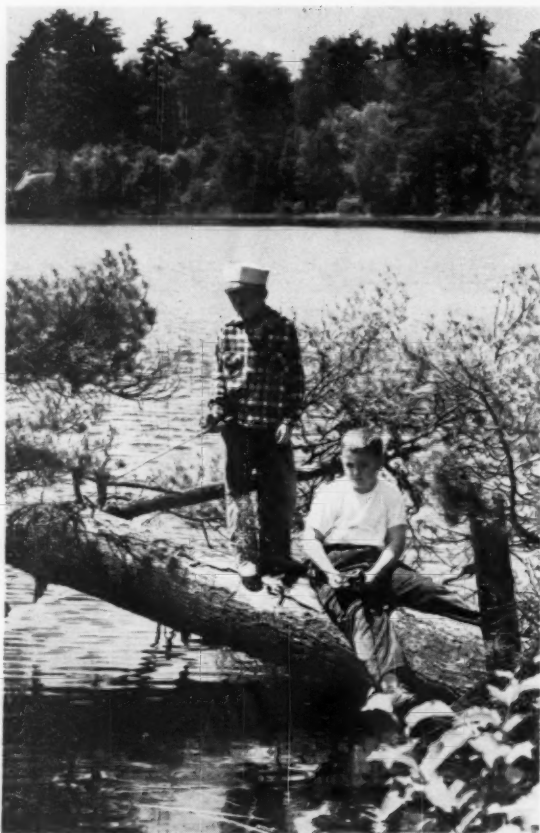
His relationship with his fellow man.

His relationship with God.

Man may ignore one or more of these relationships, but he cannot live happily separate and apart from any one of them. A man's life is governed by these relationships, and his response to them determines his success and happiness. Therefore, any institution which can help boys and girls make the most of these primary relationships is worthy of high priority in any category of child-serving institutions.

The summer camp is an experience with nature, with people, and with ethical and spiritual values. The summer camp, therefore, is by its very nature peculiarly fitted to help boys and girls make the most of these basic relationships. The summer camp is also peculiarly fitted to meet the great needs of youth which spring from these basic and inescapable relationships.

Every child needs the soul-enrichment that comes from an appreciation and love of nature, and from life in the out-of-doors. Man has a kinship with nature, not only because he has a physical relationship with the earth, but mostly because nature embodies Truth, Beauty, Goodness—the great concepts by which men live.



"... purest fun ... by-product of truly satisfying activity"

Nature — A Revelation of Truth

Youth needs a revelation of Truth as revealed in the fixedness of the north star, the dependability of the ocean tides, the never-failing return of the seasons, the assurance that the fruit of an apple tree will be apples and not plums, that the offspring of sheep will be lambs and not goats. Children need a revelation of living truth in living things—abstract truth made concrete in tree and flower, bird and beast. Nature exemplifies integrity. No child ever learned to lie, to steal, or to deceive from nature. Indeed, nature tends to predispose a child to be good and to live in harmony with others and with God. Children, when camping together in the woods, exhibit an unusual friendliness. Then their response to good impulses and their susceptibility to spiritual influences are most heartening.

Some Boy Scouts were camping in the woods with the earth for a bed and the sky for a canopy. On the afternoon of the day before they were to break camp, two older Scouts were heard to say: "Charlie will need a good night's sleep tonight. That is a hard hike home tomorrow. Let's make him a good, soft bed of leaves. He is only 10, and too young to be a Scout, but he has been a good camper."

This idea of "truth in nature" has been beautifully expressed by Margaret J. Johnston in her article, "The Ministry of Nature," *Camping Magazine*, March 1937:

"All truth originates in nature. Thinkers and prophets

have derived from nature the themes of all the immortal works of science, philosophy, literature, and the arts. An understanding of nature is fundamental to the scientific point of view, and therefore to all social progress. The noblest qualities of mind and spirit are awakened in the out-of-doors."

Of Lincoln, Carl Sandburg says in his book, *Abe Lincoln Grows Up*:

"He could guess close to the time of the year, to the week of the month, by the way the leaves and the branches of trees looked. He sniffed the seasons. Silence found him. He met silence. In the making of him as he was, the element of silence was immense . . . During six and seven months of each year, in the twelve fiercest formative years of his life, Abraham Lincoln had the pads of his foot-soles bare against the clay of the earth. It may be the earth told him . . . one or two knocks of living worth keeping."

Nature reveals Truth as the basis of all law and order. The understanding and acceptance of natural law is helpful in the understanding and acceptance of moral law. Every child needs the assurance of the dependability of some things; that there are laws and principles that can be counted on absolutely; that life is not all uncertainty—that he is not here by chance, whim or caprice. Such an assurance dispels cynicism and underpins faith.

The following "Reflections on The Last Camp Fire" by a 16-year-old camper reveals how the good summer camp provides such an assurance.

"Silently we sat and watched a flickering match, guided by a skillful, confident hand, send its life into a carefully-laid council fire. The crackling blaze climbed quickly and greedily through the fresh, dry wood and lent a golden glow to the enraptured faces gathered around it. Often we had witnessed this same ritual during our six weeks in camp, as we sat in fellowship with each other, but this time, somehow, it was different. The spirit of brotherhood and friendship which we had enjoyed brought us even closer together for this final fellowship. There were many sincere, inspiring thoughts shared which reflected the serious thinking, newly found convictions, and all-round mental growth that our guidance at camp had produced. This concluded not just a camping season, but more properly, an unforgettable experience of lasting value."

The moral and aesthetic implications of a wilderness camping experience are expressed in the following quotations from two campers' letters:

"There's something about that place that grows in you and makes you want to stay there forever. I'd give most anything I own just to get back upon the side of that mountain for a few minutes. When you're there the world is yours, the stars, the sun, nature, God, and everything. I believe that it would do the most cynical boy some good just to get out in a place like that and live for awhile. He couldn't help but appreciate the beauty and solitude of his surroundings—and even after he left it, he would always appreciate the finer and more beautiful things in life."

"I think the greatest contribution camp has made to my life is the appreciation of the wonderful out-of-doors. Now, I really love the out-of-doors and know how to appreciate it—something I shall always remember from my summers in camp."

"Camp showed me what else there is to hiking besides going another 15 or 20 miles, what else there is to camping besides saying I've lived another day in the woods. Camp showed me how to appreciate what God set on the earth for us to enjoy."

Angelo Patri wrote of camping in a wilderness setting:

"The life at camp offers experiences that enrich and ennoble the spirits of the campers. To a child who all his life turned on a faucet to get water, going to the spring with a pail and a dipper is an uplifting experience. Something stirs in the heart of that child as he stands on the moss looking down into the clearer water that comes out from the base of the moss-covered, fern-draped rock. The silence is broken only by the call of a bird, the sound of a drop falling into the water below, the smell of cool damp earth, the glint of light on dancing water. Suddenly he feels he has reached home, his abiding place, the place from which he had his beginnings. He cannot say this, but my, how he feels it, knows it."

Nature dispels fear. The child who is at home in the out-of-doors has no fear of darkness and storms, and only a wholesome fear of the wild life he encounters in field and forest. The camper who has learned to love and understand nature is not likely to become a fear-ridden adult lacking courage for exacting tasks.

Nature — A Revelation of Beauty

Every child needs a revelation of Beauty as is found in the color of flowers, the exquisite symmetry of snow flakes, gloriously tinted sunsets, the pure music of the wood thrush's twilight love call, the iridescence of dew-drops sparkling from a thousand blades of grass on a June morning.

Youth does not live by thrills and frills alone. Beneath this sophistication lies an aesthetic yearning for true beauty that is emotionally satisfying and soul-enriching. The robust but highly sensitive soul of Robert Marshall, naturalist, explorer and president of The Wilderness Society, felt the aesthetic quality of wilderness with an emotion seldom experienced. He wrote in the 1954 summer issue of "The Luring Wilderness:"

"The wilderness is also unique esthetically in that it stimulates not just the sense of sight, as does art, or the sense of sound, as does music, but all of the senses which man has. The traveler wandering at evening to the shore of some wilderness lakelet senses through his sight the pink sunset sky and the delightful pattern which the deep bay makes along the spruce trees which rise from its shores; senses through his hearing the lapping of the water against the rocky shore and the evening song of the thrush; senses through his smell the scent of balsam and the marsh flowers at the water's edge; senses through his touch the gentle wind which blows on his forehead and the softness of the sphagnum beneath his feet. The wilderness is all of these senses harmonized with immensity into a form of beauty which to many human beings is the most perfect experience of the earth."

The summer camp by virtue of its location in an outdoor setting, surrounded by the wonders and beauties of nature, has an unparalleled opportunity to awaken in children a love of beauty. Under wise guidance a camper's soul becomes so responsive to nature's beauty that trees become more lovely than poems, and a flower in a crannied wall holds the great mysteries of life. From

such an appreciation and love of nature will come a reverent attitude toward nature as a revelation of God.

A 16-year-old camper was on an overnight hike. Supper had been finished. The leader had read some beautiful selections from a book on nature. The fire had burned low. The time had come to roll up in blankets and go to sleep. This young poet, whose creative mind was sensitive to the beauty surrounding him, would not retire. He remained alone by the camp fire. As the last flickering flames of the fire died away this boy looked into the "vast night sky all throbbing and panting with stars" and wrote in his diary:

"O God
Give others city streets
Where no trails meet
And say
Here am I, choose me if you wish.

O God
Give me a sheltered mountain pass
Where
Midst tree and shrub and flowers
Our tents are pitched
And near the morn
Our fire dies down and disappears

O God
Let me feel once more the wind upon my back
The taste of hot fried bacon and
The quiet companionship
Of lean and silent woodcraft men."

This boy found in a camping experience in the woods, the inspiration for poetry and a more meaningful relationship with his fellow man and with God. A true love and appreciation of nature sustains one as does a deep and abiding faith.

Nature—A Revelation of Goodness

Every child needs a revelation of Goodness as found in nature as the source of man's material needs and the inspiration of his deepest thoughts and noblest endeavors. The camper learns that nature is the source of man's food, raiment, and shelter. He also learns there is healing for the body in the herbs of the forests, and serenity for the soul in the quiet of the open spaces.

Nature is God's great storehouse, abundantly filled to meet the needs of all His children. Summer camps have a special responsibility for teaching the conservation of natural resources that this vast storehouse of God may never be found empty.

Nature is not only a revelation of Truth, Beauty and Goodness; nature is also a medium of communication between God and man; a close contact with nature is the birthright of every child; nature is a revelation of freedom; nature nourishes greatness; nature is our great teacher, and nature is a revelation of God.

Nature — Medium of Communication Between God and Man

Throughout the ages, nature has been, in a marvelous sense, a medium of communication between God and man. The Bible and all other great literature are replete with instances of nature as a source of inspiration for man's truest insights and highest achievements. Moses was keeping the flock of his father-in-law on Mount Horeb when God spoke to him through a burning bush. He was alone on Mount Sinai when God gave him the Ten Commandments. David's out-door experiences as a shep-

herd boy had an indelible impact upon his life. Nature is the theme of many of David's Psalms. Most of the sublime teachings of Christ were given in out-of-door settings.

The out-of-doors has been the most favored place for spiritual insights. Indeed, the out-of-doors has been the birthplace of the world's greatest religions: Abraham with his altar and sacrifices, Jacob as he wrestles with an angel by a brook at night, Moses to whom God dictates a code of moral law while he is alone on a mountain. Zoroaster begins with worship of fire and the sun. Mohammed receives his inspiration while with his sheep on the hills near Mecca. Buddha begins with the worship of nature as law. The concept of beauty, emanating from nature and reaching perfection in the human body, was a religion of the Greeks. Jesus of Nazareth, during 40 days of fasting and prayer alone in the wilderness, conceived the principles and teachings on which Christianity is based.

Contact With Nature — The Birthright of Children

There is irony and sadness in man's attempt to civilize himself by withdrawing from nature and surrounding himself with the gadgets of the city. The more completely an individual, a religion, or a nation becomes urbanized, the more completely out of touch with reality that individual, that religion and that nation becomes. The next step is decline—then a fall. Loss of contact with the source of being means loss of power.

Man is a creature of nature. Close contact with nature, in a living situation, is the birthright of all children, says Henry Turner Bailey, Curator, Cleveland Museum of Art:

"They should have the vision of pure skies enriched at dawn and sunset with unspeakable glory; of dew drenched mornings flashing with priceless gems; of the vast night sky all throbbing and panting with stars.

"They should live with flowers and butterflies, with the wild things that made possible the world of fable.

"They should experience the thrill of going barefoot, of being out in the rain; of riding a white birch, of sliding down pine boughs, of climbing ledges and tall trees, of diving headfirst into a transparent pool."

*"When ye houses were made of straw,
ye men were made of oak;*

*When ye houses were made of oak,
ye men were made of straw."*

If that were true in the early days of England, how much truer it is today when our houses are not only made of oak, but also filled with every softening influence known to modern science. "Oak quality" is a boy's birthright and that quality can be gained best from wilderness living. The physical, mental and spiritual softening of American youth proceeds with the same rapid pace of the urbanization of the American people. Note the physical softness revealed in the physical unfitness of draftees for military service; the mental softness displayed in the tendency of youth to conform and in their inability to think and act independently; the spiritual softness in both young and old, evidenced by the lack of moral discernment and the moral courage to form strong convictions and stand by them.

Today children are under great pressure to conform, to adjust. Have we forgotten that genius cannot conform and remain genius; that individuality is a priceless, God-given character trait of every child; that every child must become a person in his own right before he can feel secure and become a worthy member of society?

Nature encourages individuality. Nature is the very personification of individuality. There are no two things alike in nature, not even among the billions of leaves and the trillions of snow flakes. Nature conforms only to natural law. Conformity to natural and moral law never restricts legitimate expression, but permits infinite variety of expression.

One of the strange ambiguities of life is that the greater man's conformity to the mores of his generation, the greater is his disregard of moral law. Observance of the mores of the social order limits freedom, while observance of moral law increases freedom. The only freedom of the spirit a man can know comes from obedience to the laws of life.

Nature — A Revelation of Freedom

Freedom. Where do we find freedom? Not in the circumscribed and regulated life of a crowded city, not in the regimentation of shop and factory, not in the cloistered halls of school and college; of course, not in the highly regimented life of the armed services. Freedom is not where security is. The more security a man has, the less freedom he has. Daniel Boone, in his wilderness life, was a free man, but he was never secure. His spirit and mind were free, but his life was in constant danger. Boone would not forsake the freedom of the wilderness for the security of the city. If Lincoln had been born and reared in a city, it is almost certain that Sandburg could not have said of him:

"Not often in the story of mankind does a man arrive on earth who is both steel and velvet, who is as hard as rock and soft as drifting fog, who holds in his heart and mind the paradox of terrible storm and peace unspeakable and perfect."

One of the gravest dangers to the permanency of the United States as a world power is the wholesale way in which Americans are forsaking freedom for security under a paternalistic government. This portrays a lack of moral courage and daring without which there can be no great leadership.

The summer camp is especially designed to help meet this danger. The wide, open spaces literally breathe freedom. Life in the wilderness may not always be safe, but it is free. The summer camp is literally a school of freedom—indeed it is the only freedom some children ever know. The over-privileged child is confined, restrained and indulged to the point of no freedom. The under-privileged child is too hemmed in by poverty and city streets to know freedom. The view from the highest peak of the range sets the spirit free, and gives perspective, not only to one's surroundings, but also to one's life. The camper not only sees the peak he is on in its relation to other peaks, but from this vantage point he can get an objective view of his own life in its relation to others.

Nature Nourishes Greatness

Nature and the freedom of the open spaces nourish greatness of mind and spirit in youth. Youth needs vision. There is no place like a mountain top to get a vision as well as a view—a vision of life's meaning, of one's mission, of God's will and purpose. We must educate for vision, not in schools, but in nature. Just as the groves were the first temples, so were the woods the first schools. There is a singular connection between true greatness in men and their life in the open spaces. Call the roll of the Great Americans, and almost without exception they were out-doors men. Was it not the woods of Virginia, the wilderness of Kentucky and the plains of the west

that nurtured the young lives of Washington, Jefferson, Lincoln, Lee and Theodore Roosevelt, and contributed significantly to their greatness? Consider the loss to American literature if Samuel Clemens had not camped on the Mississippi river, and if Thoreau had not built and lived in a cabin on Walden Pond. Was there ever a great man who did not love the open spaces? or a great woman? It was in the Forests of Domremy that Joan of Arc heard "the Voices."

The following quotation from a camper's letter written several years after he was in camp reveals the profound and lasting influence of a camp with a nature-oriented program:

"As is true each year when I look at the camp's Christmas card, I have a nostalgic feeling for the cove of hemlocks and laughing water and sunshine. One just can't forget the good times and strong companionships had there.

"It is with particular warmth I think back to the moments at Inspiration Point, as an aide during the summer of 1948, and the discussions we had on one's 'Philosophy of Life.' A seven and a half year interim has passed during which I've been to college, served in the armed forces overseas, and am now finishing my three years with the Navy. In preparation for leaving the service and assuming my place as a civilian, I wish to reinforce the foundation of my 'Philosophy of Life.' I feel that periodically one should step back and review his beliefs and convictions—and where is a more natural place to seek assistance than the source from whence some of my beliefs and convictions originated?"

Nature — Our Great Teacher

Jesus astonished the people because He taught them as one having authority. The authority Jesus exhibited was not the authority of office or position. It was an inborn authority. How few men today can speak with the authority of clear insight and deep conviction! Jesus was an out-doors man. He went to school to nature. Most of Christ's profound teachings were made simple with illustrations from nature.

Nature was not only our first teacher—nature is still our truly great teacher. A school divorced from nature gives us schooling. Nature by some mysterious, spiritual alchemy can convert this schooling into education when teacher and student repair to the out-of-doors, and pillars become trees, and class rooms become shaded dells, and crowded corridors become leaf strewn paths of silence and beauty.

Nature's superiority as a teacher is strikingly illustrated when we compare the nature-educated Lincoln with Edward Everett, the book-educated scholar. At Gettysburg Everett spoke for an hour out of his knowledge from books, but he spoke as the Scribes. Lincoln spoke only five minutes, but he spoke out of his knowledge of nature, of men, of life—he spoke with authority.

Unfortunately too much of the superficiality of present day American life is entering into our summer camps. Everything must be up-to-date, of the latest style, even to the public address apparatus! What a travesty on the sacred stillness of a camp setting in the woods!

In the summer camp we are not, or should not be, dealing with fads, fashions and the latest gimmicks. We are not dealing, except indirectly, with buildings and equipment. In camp we are dealing with nature which does not change fundamentally; with human nature which is basically the same through at least one hundred generations; with ideals and religion which change only as we



"... intimate, personal contact with nature ..."

gain clearer insights into their meaning. In camp we are dealing with fundamentals—the profound influence of nature on man, and man's basic relationships.

We are indebted to Dallas Lore Sharp, in "Education for Authority," for this story of the profound influence of nature on a boy whose soul is sensitive to beauty and goodness.

"The crimson was fading into cold October gray as I came upon him—twelve years old, and just an ordinary boy, his garden fork under the hill of potatoes he had started to dig, his face upturned, his eyes following far off the flight of a wild duck across the sky.

'He who from zone to zone,'

I began more to myself than to him.

'Guides through the boundless sky
thy certain flight,'

he went on, as much to himself as to me.

'Father', he added reflectively, as the bird disappeared down the dusky slope of the sky, 'I'm glad I know that piece.'

'Why?' I asked.

'I see so much more when the wild ducks fly over.'

'How much more do you see?'

'I see the wild ducks and God flying over together.'

Unspoiled human nature, that is, the nature of young children, is at home only with nature. They come "trailing clouds of glory" from God who was their home. The creative genius of children is great to behold before their



"... this boy, when a man, will tackle a hard job with confidence and determination."

creativity is stifled and stymied by the constant pressure to conform, and by the regimented, hectic, artificial life of our modern cities. Such a life is completely divorced from nature—the child's only world of reality.

"Watch a child at mud pies, or building a dam. Such intense application, such concentrated effort, such complete abandon! The sweat on that little face, the tongue tight between the teeth, the utter unconsciousness of burning sun and cooling dinner, are the very signs of divine creative work."

Compare this delightful picture, by Dallas Lore Sharp, of an active child at creative play in the out-doors, with the pathetic picture of a child sitting motionless with stooped shoulders before a television screen!

The Bible is so full of allusions to nature, how can a child reared in a tenement of a great city, or even in a stone mansion on Fifth Avenue, read the Bible with understanding and appreciation? Or Burns, or Wordsworth, or Whittier? Whittier's *Snowbound*, though simply and beautifully written, is almost unintelligible to the city-bred youth of today. These city children have had no contact with "littered mows," "walnut bows," "stanchions" and the daily chores of a farm home.

Nature — A Revelation of God

The summer camp is unique in its capacity to help boys and girls understand their relationship to God. The

nature-conscious child soon becomes a God-conscious child. It is not hard for a camper, surrounded by the beauty and marvels of nature to believe that: "Within the breast of nature throbs the heart of God."

Nowhere else is the soul of youth so responsive to good impulses. No other environment is so conducive to worship. One camper remarked recently that he was deeply moved spiritually by a short, simple, but beautifully conducted morning watch service while on a hike in the mountains.

The All-Night Vigil, a camping experience around a camp fire in the woods, is a deeply religious experience for many campers.

"I am sure I cannot begin to express in words the feeling one has when he takes the All-Night Vigil. I will, however, try to give you my estimate of its value in our camp program.

"The most important parts of the Vigil are probably the moral and spiritual parts. I think the section on sex is outstanding. It clarifies practically all our questions regarding the function and role of sex in a man's life and leaves us with a far greater understanding of the subject. The two sections on drinking and smoking are very important. The Vigil also settles the question of gambling.

"The Vigil deals primarily with one thing, and that is the building of character. It shows what a man with a strong character can do, and proves the only way to have a successful life is to have a strong character.

"Most important, it says that none of these things can be done without God's help and guidance.

"I think the All-Night Vigil is undoubtedly the greatest and most beneficial experience a boy of my age could have. It deals with a young man's greatest problems. It shows him the right way and tells him why the other way is wrong. This is why I believe the All-Night Vigil alone is worth the entire cost of a summer in camp.

"I shall always be thankful for having had the opportunity to experience the All-Night Vigil. My only wish is that every boy of my age could have this wonderful opportunity."

The following evaluation of a Dedication Service by a 17-year-old camper is further evidence of the power of a camp to give boys and girls a truly vital religious experience, and inspire them to form strong moral convictions.

"To me the dedication service at camp was the most impressive service I have ever attended; to me the most important event of the summer. Canoe camp, on that beautiful lake, was the perfect place for it to take place.

"This dedication service helped us, and I am sure I speak for the entire group as well as for myself, to form more definite and unyielding convictions against dishonesty, immorality, smoking, drinking, gambling, and any other vices that might tempt us. It gave us a chance to think through each of those and to form firm, clear-cut convictions. It gave us a chance to think about life and freedom and the years ahead. It gave us a great determination and ambition to want to seek the most out of life, as well as to make our lives count and stand for the best. It made us want to set our goals high and strive hard to reach them."

The American Heritage

The American Heritage is not the electronic eye that opens doors, television that dulls the imagination and

destroys the incentive for original thinking, or the science of the atom. The American Heritage has come to us from men and women who utilized two great sources of strength—a close contact with nature and a great faith in God. It is most disturbing to observe that life in America today tends to draw men farther and farther from both nature and God. It is frightening to conjecture how this separation from nature and God will affect the American Heritage of future generations. Dallas Lore Sharp writes:

"And nature, the old nurse, took
The child upon her knee,
Saying, 'Here is a story book,
Thy Father has written for thee'

"Come wander with me; she said,
Into the regions yet untold;
And read what is still unread
In the manuscripts of God."

'The Manuscripts of God' are the original manuscripts, containing the first lessons, for all who would create Beauty, discover Truth, or conceive Goodness—whether poet, artist, musician, sculptor, philosopher, prophet.

He who would speak with Authority, write with Authority, paint with Authority, or guide with Authority must be nature educated. It is God, through nature, who bestows the "A" degree, the degree of Authority.

"By what authority doest thou these things?"
The poet answers: 'Nature is my authority.'

Too few of our children are learning from the book of nature "the elemental lessons with the thoughtful hills, with the winds and the watchful stars."

"Earth and the common face of nature have
not spoken to them—rememberable things."

This education for Authority, for the Abundant Life, is beyond schools alone to do. The home can help; the church can help; but it is the high prerogative of the summer camp, surrounded by nature, and free of vision-curbing barriers to insight, and the faith-eroding cynicism of a materialistic philosophy, to supplement, to a significant degree, the education our children receive for the abundant life from these and all other child-serving agencies.

After all, what do we really want for our children? Are we primarily concerned that they become fine athletes, beautiful swimmers, expert craftsmen, finished equestrians? Are we most concerned about their skills, or do we have deeper concerns that have to do with personality traits, attitudes, insights, self-reliance, resourcefulness, self-confidence, moral convictions, a sound philosophy of life, and a deep and sustaining religious faith?

The Real Mission of the Summer Camp

It is not the primary function of the summer camp to entertain children, but to provide a setting, an environment, a program and a leadership out of which children will find their own entertainment. With the proper motivation in an out-doors environment children entertain themselves and acquire much of the kind of education they need most.

One morning a group of young campers, nine and ten years old, did not report for the scheduled activities. Their counselor found the boys building a tree house in a secluded spot in the woods near the camp. The leader of the group spoke first: "Who told you where we were?" "No one," replied the counselor. The counselor: "Who

has been helping you boys?" "No one, we thought it up ourselves." This reply came from the boy with the axe as he began to cut another rung for the ladder.

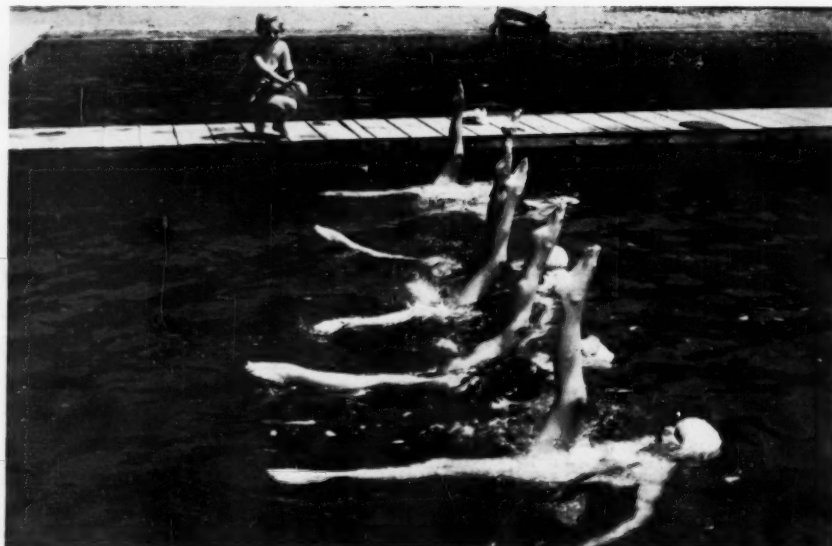
The tree house and the ladder reaching to it were so well constructed, it was hard to believe the work had been done by nine and ten year old boys. Even more amazing was the complete abandon, pride and enthusiasm which characterized their efforts. These young boys were entertaining themselves with complete satisfaction without any adult direction. They could not have had such a creative, exhilarating experience in a regimented camp with compulsory attendance upon adult planned activities.

The summer camp is not to do things for children, but with children; not to make life easy for children by taking away all chores and work, but to provide a living situation, for a few weeks of the year, which calls for the active participation, on the part of every child, in some of the daily chores involved in living and sharing of life in a group. It is the high privilege of the summer camp to provide for a growth experience for children in the fullest meaning of that term. Children do not grow—really grow as persons, by being amused, entertained, waited on, and by pushing buttons for what they want. The nature-starved child lacks self-reliance, independence, originality. The boy who loves rough, wilderness camping, who is at home with an axe, who does not think of a pack on his back as a burden—this boy, when a man, will tackle a hard job with confidence and determination; nor will he swell the ranks of the delinquents while a youth. The girl who loves the wilderness, is at home on a mountain climb, around a camp fire, in a canoe, is too emotionally stable to swoon at the feet of a "rock 'n' roller."

Camping at its best is for some youth the ultimate in human experience: an ecstatic awareness of a physical universe clothed in beauty and majesty; a fraternal awareness out of which springs a compelling sense of universal brotherhood; a spiritual awareness that transcends all dogma and impels man to bow in adoration and worship, only to arise with a deeper sense of his worth and dignity as a child of the Creator. Christ was camping in the wilderness when He had, perhaps, the most illuminating experience of His life. Jacob was camping by a brook when he had the supreme religious experience of his life and when he was divinely commissioned to be the leader of the Hebrew people. His life was so changed by this experience he had to have a new name.

The summer camp had a sound origin. It grew out of a real need, and has flourished because it met that need—a need to preserve our pioneer heritage of sturdy manhood and womanhood in American youth. The summer camp is indigenous to America. It is as truly American as Thanksgiving and the adventurous spirit of Daniel Boone. The need of the summer camp increases in a two-fold way in the same ratio that the population increases and becomes urbanized. The future of the summer camp is as bright as the future of America, *if its unique and true mission is fulfilled*. Its need will exist as long as boys and girls aspire to grow into the fullness of boyhood and girlhood. To meet this need through camping is the great challenge of the summer camps of America.

Reserve for industry the latest discoveries and mechanical inventions, let the home have every labor-saving device available, provide for the school the latest audiovisual teaching helps, encourage the churches to increase their entertainment and social programs for youth; but let the summer camp for children be free to take children into the God-created environment of the wilderness for a new contact with reality, a new perspective, a new sense of interdependence and fellowship, and a communion with nature so spiritual in essence that worship of nature's Divine Creator follows naturally.



Instruction Plus Fun Equals Interest Catching Swimming Program

By Sue Tinker

THE MAJOR objective of any camp swimming program is to develop skill on the part of the swimmers. But, in order to instill in campers a love of water which will remain with them throughout life, camps should do much more than merely conduct an instructional program. Because of an ever increasing variety of program activities, gone are the days when the swimming staff could sit back and assume that the natural attraction of water would assure the popularity of swimming.

There are five broad areas to consider if a camp is to have a really effective and stimulating swimming program. First, of course, is the instructional phase. The classes should be divided according to age and ability with five or six campers in a group. Small groups are important in a camp situation. They make it possible for each swimmer to receive a maximum of individual attention. Thus in a camp with approximately 100 campers a good morning pro-

gram would include four 20 to 25 minute instructional periods. In this situation a staff of five instructors plus a general head or swimming director would be adequate. Under this system the general swimming head would be free to give help wherever and whenever it is needed. It is also desirable that all the swimming staff be Red Cross Water Safety Instructors or the equivalent. If this is not possible, the swimming director should conduct a good program of in-service training for the staff at regular intervals.

While many camps deplore the use of "ratings" in camp activities, it is not only justifiable but necessary in a swimming program. Swimming tests or ratings not only show the scope of the activity but in swimming provide a method for measuring progress. Probably the most frequently used system is that of the American Red Cross which classifies a swimmer as: beginner, intermediate, swimmer, advanced swimmer, junior life saver,

senior life saver, and water safety aide. Regardless of what system is used, it is important that incentives be provided for swimmers at all levels of ability.

The recreational phase of the swimming program is the next area to consider. Afternoon swimming hours are best for this part of the program. Equipment such as fins, diving masks, balls, plastic water toys and flutter boards will add much to the campers' informal enjoyment of the water. Improvised equipment such as pillow cases which will fill with air when wet, are a great deal of fun.

Musical swims are also popular. A phonograph with a detachable speaker is best so that the music can be played from the beach with the speaker extended out on the dock. Weekly play days with organized water games are especially enjoyed by the younger campers.

Another consideration in a well rounded camp swimming program is the competitive phase. Swimming

meets add spice to the program and are an excellent all camp activity. Meets conducted in a lake are usually more informal than those conducted in a pool and can easily include novelty relays. Examples of such relays would be the magazine race where contestants must swim on their backs while reading aloud from a magazine or the egg race where contestants carry an egg in a tablespoon while swimming on their backs or sides. If the egg falls off the spoon the contestant must surface dive to recover it. Form swimming events may be interspersed between the races and diving competition held at the conclusion of the meet.

In girls' camps, synchronized swimming is the fourth phase to be considered. The values of synchronized swimming are so numerous that it should have a prominent place in any swimming program. First of all, synchronized swimming is an excellent way to develop strength and endurance. For example, the front crawl is swum with the head out of water and a high elbow lift. This necessitates the development of a powerful flutter kick. Synchronized swimming also motivates the campers for they soon realize that style depends on a good foundation of standard swimming strokes. There is no better way to develop rhythm, ease and poise in the water or the ability to work with others in a group.

The best way to begin synchronized swimming is informally during the musical swims. With little suggestion campers will get together with a partner, or sometimes in groups of three or four, and swim different strokes in time to the music. Soon they will think of ways to combine strokes such as the back crawl and side stroke. It is a good idea to post a list of possibilities for these hybrid or combined strokes along with a list of stunt possibilities and let the campers check themselves off as they master the various maneuvers.

It should be emphasized that synchronized swimming is not an activity for advanced swimmers only. There are strokes and stunts for all levels of skill and there can be a place for every camper in the camp water show. Skills that could be used at the elementary level include the human stroke, elementary back stroke, simple sculling, floating and somersaults. It is even possible to use flotation devices in composing routines for those with limited swimming ability.

Intermediate swimmers might use the side stroke and overarm side stroke, front and back crawl, figure eight sculling and stunts such as the tub, marlin, porpoise, surface dive, kip, back dolphin, log roll and oyster.

CAMPING MAGAZINE

The breast stroke may be included in routines for the more advanced swimmers and there are endless possibilities for hybrid strokes. Stunt possibilities at this level include sculling above the head, ballet leg, catalina, flamingo, foot first dolphin, shark, somer-sub and walkover.

Since practice time is limited, camp water show routines should be kept relatively simple. Simple routines well done are far more effective than complicated ones poorly done. Music should be varied and care should be taken so that stroke and stunt combinations are different in each routine. Although the members of the swimming staff must assume a major role in the composition of routines, campers will contribute ideas and help iron out the rough spots as the practice periods progress. Since the necessary skills have been learned along the way it is not necessary to do a great deal of practicing. Six or seven practice periods are usually sufficient. An hour's program will include 10 to 12 numbers and can consist of duets, trios and quartets on up to groups of as many as 16. The final performance is eagerly looked forward to as an all camp activity with guests from the surrounding community often being invited.

Diving

Our final consideration is diving because maximum enjoyment of the water is dependent upon the ability to dive as well as to swim. Therefore, diving should be an integral part of the camp swimming program. In order to achieve the best results, diving classes should be conducted at a time when there are no swimmers in the water. A good time for this activity is the half hour preceding the afternoon swim. If a camp has two or more boards one instructor can be stationed at each board with divers assigned according to ability. Those learning to dive can be taught the elementary steps by an instructor stationed at some convenient place on the dock. A check sheet may also be used similar to the one used in synchronized swimming. The dives are listed under six basic groups: forward dives, backward dives, cutaway dives, gainers, twists and handstand dives. Campers are encouraged to develop dives in several of the groups resulting in many versatile divers.

If a camp plans its swimming program to include the recreational element and instructional phase of swimming the campers' enthusiasm for the water will be held throughout the season.

—Miss Tinker used the program outlined at Holiday Camps, Hackensack, Minn.

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camp menu with quantity recipes

By Marie E. Knickrehm and Dorothy M. Proud
Cornell University, Ithaca, N. Y.

OUR MENU this month, the fifth in a series offered by Camping Magazine, suggests Tunafish Pie which is better than you may think! Tuna, like other fish, contains protein as good as that found in meat, and is often less expensive than meat. The eggs also build up the protein content of this recipe.

Have you ever used raw spinach in a salad? The dark green color is attractive and it has a good flavor. Try it in our recipe for Cabbage, Spinach and Apple Salad.

Menu

Tunafish Pie
Cabbage, Spinach, Apple Salad
Vanilla Ice Cream with Butterscotch Sauce
Rye Bread — Butter
Milk

TUNAFISH PIE

YIELD: 50 servings

SERVING SIZE: $\frac{3}{4}$ c.
and 1 biscuit

8 13-oz. cans tunafish
1 qt. celery, diced
2 c. green peppers,
chopped
2 qt. potatoes, cooked,
diced, about 4 lb. pota-
toes before peel-
ing.)
1 doz. eggs, hard
cooked
1 7-oz. can pimientos,
cut into strips
 $1\frac{1}{2}$ gal. milk
 $1\frac{1}{2}$ c. butter or margar-
ine
3 c. flour
 $1\frac{1}{2}$ tbsp. salt

1. Drain tunafish and break it into large pieces.
2. Cook celery until tender; cook peppers slightly.
3. Prepare potatoes, eggs and pimientos. To hard cook eggs, cover them with cold water, bring to simmering temperature and cook over low heat for 10 to 15 minutes. Drain off hot water and cover them with cold water. Remove the shells and dice eggs.
4. Heat milk in top of a double boiler.
5. Melt butter and stir in flour.
6. Add fat-flour mixture to hot milk, stirring constantly with a wire whip. Continue to cook until the raw starch taste is gone (about 15 minutes.)
7. Add fish, vegetables, eggs and salt, folding them in carefully. Add further seasoning as needed. Place mixture in greased baking pans and heat through-out.

BISCUIT CRUST

3 lb. (3 qt.) flour, all
purpose
3 oz. ($\frac{1}{2}$ c.) baking
powder
2 tsp. salt
11 oz. ($1\frac{1}{2}$ c.) vegetable
shortening
 $4\frac{1}{2}$ to 5 c. milk

1. Sift dry ingredients together.
2. Rub in fat and add milk, handling lightly; knead dough on a lightly floured board for a few seconds until smooth. Roll dough $\frac{1}{2}$ inch thick and cut it into $2\frac{1}{2}$ -inch rounds.
3. Place biscuits on top of hot tunafish mixture and bake in a hot oven (425° F.) or bake biscuits separately and place on the hot mixture just before serving.

CABBAGE, SPINACH AND APPLE SALAD

YIELD: 50 servings

SERVING SIZE: $\frac{1}{2}$ c. or
1 #10 scoop

4 qt. cabbage, shredded
 $1\frac{1}{2}$ c. spinach, shred-
ded
4 qt. apples, diced
4 tbsp. salt
 $1\frac{1}{3}$ c. sugar
2 tbsp. vinegar
 $\frac{1}{2}$ tsp. pepper
2 c. mayonnaise

1. Add mayonnaise to apples to prevent discoloration.
2. Just before serving toss all ingredients together lightly.

BUTTERSCOTCH SAUCE

YIELD: 2 qt.

SERVING SIZE: 2 tbsp.

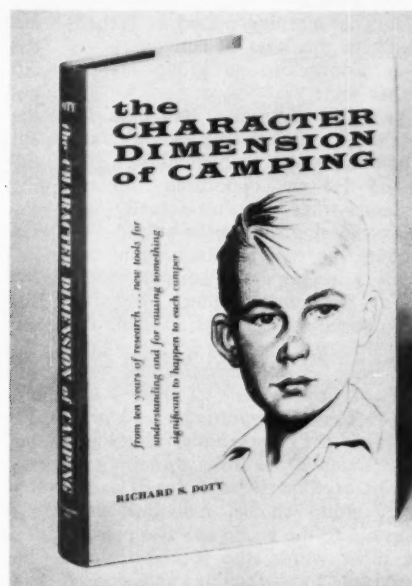
$4\frac{1}{2}$ c. (2 lb.) brown
sugar, packed
 $2\frac{3}{4}$ c. corn syrup
 $1\frac{1}{3}$ c. butter or mar-
garine
 $\frac{1}{4}$ tsp. soda
 $2\frac{3}{4}$ c. top milk or
evaporated milk

1. Boil sugar, corn syrup, and butter together to 230° F. (Hard-ball stage.)
2. Add soda; remove mixture from heat.
3. Stir in milk when mixture has partially cooled.

All three recipes from Wood, Marion A. and Harris, Katharine W., "Quantity Recipes."

Give Your Counselors More Opportunities For Leadership

By Richard S. Doty



This article is excerpted from Mr. Doty's new book, now available from Association Press, New York.

IN BUILDING a program from objectives, simply understanding what objectives are and identifying resources in camp to implement their teaching is not enough. Counselors must also be in surroundings where they may practice what they have learned. It is nice to say, "adapt to the individual camper," but we must not then keep the counselor so busy at other pursuits that he seldom sees his camper. It is nice to suggest "talk about this attitude on a hike," but if the counselor is not with his own group, how can it be as effective? We have found at Chingachgook that there were a number of essential conditions which must be met so that teaching opportunities might exist.

Knowing the Camper

Providing the counselor with information about each camper is as essential as having bows and arrows on the archery range. Dealing with a camper as a unique individual demands knowledge about him. Much of this required information would not be discovered in a two-week period through the routine relationships. So advance information gives

the counselor a head start. Before the camper arrives the counselor has a chance to study the information provided by the parents: their description of the child, his strengths and weaknesses, hopes and fears, and what they expect from the camp. The camper also has sent information about himself: his interests and activities, likes and dislikes, school record, names of his chums, and other important items.

Time and Opportunity

Providing for time when a counselor and his camper can be together is one of the most important single features of our program. Unless the counselor is with a camper he knows well, and whose present stage of growth in the attitude is also known, he cannot effectively adapt. This means that adequate opportunity must be planned for when a counselor and his campers are together.

At Chingachgook the bulk of the morning is given to family groups—counselor and camper—to plan for and use as they see fit. Following breakfast the group takes a few minutes to perform the necessary camp

chores: clean-up, firewood, and so forth. From then until the brief, optional morning swim just before lunch, the group pursues a chosen activity together. Other groups may be involved, but the counselor and his campers are still together. Here are a few typical activities:

1. A tent group asks another tent group to play softball.
2. A group decided to hike up the mountain and pick blueberries; the cook will make them a special pie if they do.
3. A group plans to begin construction on a cabin totem pole. This will take several days.
4. A group plans to take rowboats and explore the lake shore for some distance.
5. A group goes out to repair a bridge on one of the hiking trails.
6. A group decides to do an extra job on their "home." They rake and fix up the grounds, scrub the tent platform, repaint the sign, etc.
7. Two groups decide to play water polo together.

These activities appear to be fairly normal for camp. They represent, however, significant planning.

1. The morning period is "scheduled" for this kind of activity.

2. Counselor and group are together and:

(a) The counselor has time for teaching campers he knows and whom he plans to help grow.

(b) He has opportunity for observing—what they are actually saying and doing relative to attitude objectives, as well as observations any adult counselor would normally make.

(c) Since most attitude objectives have social implications, a small and manipulatable society is maintained for group as well as individual practice of objectives.

(d) Here is opportunity and practice of the democratic philosophy with activities which have many good attributes. Experience in group leadership, group choice, individual relationship to the group are also present. In other words, the special features provided for—teaching and observing—do not obviate or nullify other important outcomes.

This opportunity afforded the counselor is most significant from the standpoint of our general hypothesis of character education. Often, the counselor may stimulate an activity which fits in with his plans. For example, a counselor who wishes to find out how each camper presently relates to an attitude on "being a good loser" may get his group to discuss a possible ball game with a superior team. One camper then says, "They're too good; let's take on someone our size." Another says, "Good idea; we will lose, but it will be good practice." Not only the resulting game, if it is played, but the conversation before and after tells the counselor much that he needs to know. The point here is that the counselor has the opportunity to "set up" this situation to find out, and to follow through on plans made. The

jective self and group evaluations, and the idealistic plans were likely to occur at vesper time. From a general poll of staff opinions, this time of day appeared to be the best time for evaluating the day, making plans for the next day (application), introducing new ideas (exposure), and talking about old ideas and plans (repetition, understanding, conviction).

The more traditional elements of a vesper period were present as well, for this is one of the best opportunities for relating the camp attitudes to their religious context. Stories, Bible readings, life-problem discussions, and prayers were an integral part of the vesper plan, but they were seldom ends in themselves.

Occasions for Teaching

Teaching and observing are possible, of course, whenever a counselor and one or more campers are together, and there are many such opportunities during a day. Two or three times appear to have considerable potential: rest period, small-group campfires, and meal times. The rest period has some drawbacks, but may be utilized by some counselors. The other two deserve special attention.

Meal time. Several of our counselors have demonstrated that meal time can also be used for creative discussion with "attitude" ideas coming into the conversation. This takes a skillful counselor and some preparation; referring to events in camp, using the leading question, or putting a "conversation piece" in the center of the table will sometimes work quite effectively. Since the table conversation of the father is said to be important in character growth of the children, it may also be true of the counselor in camp.

Group campfires. The small camp-

program planning: does it keep the counselor and group together, and are teaching and observing opportunities present? These criteria also apply to special emphases, both those which are already present in camp, and those which may be developed in response to these criteria. All special programs, such as chapel and vesper periods, or even movies and the carnival, were retained or rejected according to whether they met these two important criteria.

In line with planning for teaching opportunities, it occurred to us that it would be good to find out how many teaching opportunities came the way of the counselor. It is all well and good to announce that opportunities are available, but with everything else there is to do in a camp day, can the counselor actually take advantage of supposed opportunities?

We developed a "Graphic Diary" which was used for one two-week period. Each counselor was given one of the diary sheets for each day. By listing the campers in his group on the first page, he could shorten the checking process by merely using numbers thereafter. At the close of each day, the counselor could quickly check the number of times he had had some discussion with individuals or the group, whether the discussion was planned or spontaneous, initiated by himself or someone in the group, of short or extended duration.

The results of a typical graphic diary, extending over two weeks, made by one counselor, are not only informative, but the process demonstrates a technique of finding answers.

This counselor planned five brief sessions, and four extended sessions with the entire group. There were also five brief sessions, and six extended sessions with the whole group which arose spontaneously. There were four brief and one extended sessions which were started by some action or words of the campers themselves.

With individual campers, the range is from six to thirteen contacts (aside from those made on a group basis). Brief sessions number about the same as extended sessions. Since we may assume that each camper was included in the group sessions, it appears that none had less than 31 counselor contacts with reference to attitude objectives in a two-week period.

We may conclude that it is possible for the counselor to find the time to deal with the attitude objectives; he is able to take advantage of many spontaneous situations arising from daily living which relate to the attitudes; and he is also able to create or stimulate situations useful to his purposes.

It is possible for the counselor to find

time to deal with attitudes and objectives.

same counselor may try something similar two weeks later to observe and record any changes in response. At another time, the counselor may have a discussion on responsibility at vesper time. The following morning he may initiate some activity in which each camper is given a responsibility, and observe how it is carried through.

The serious group discussions, the more mellow give and take, the ob-

fire, just the counselor and his group, is a more frequent occurrence than campfires for the whole camp, or age level group. On a given night, with 20 or more such campfires in progress, one who visits all of them will experience an astonishing variety of small-group programs. Here again, in each instance, is that small group having a new experience and a new opportunity.

Here, then, are two criteria for

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Provides:

\$2000 for accidental death, loss of two limbs, loss of one limb and sight of one eye or loss of sight of both eyes
\$1500 for accidental loss of one arm or leg
\$1000 for accidental loss of one hand or foot or sight of one eye

3 For Resident Church Camps Only

40¢ a week per camper
Pays Medical Expenses Up To:

\$1000 for each ACCIDENT
\$1000 for each specified DREAD DISEASE
\$ 250 for each other SICKNESS

Provides:

\$1000 for accidental death, loss of two limbs, loss of one limb and sight of one eye or loss of sight of both eyes
\$ 750 for accidental loss of one arm or leg
\$ 500 for loss of one hand or foot or sight of one eye

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Provides:

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\$1000 for accidental loss of one hand or foot or sight of one eye

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Train, Plane, Bus or Car!

Will modern trends make transportation a bigger problem for your campers ?

By Max J. Lorber

Director, Camp Nebagamon

AT PRESENT the trend is for railroads to eliminate many of their passenger trains and special camp trains. This is especially true in sparsely populated outlying areas where, by their very nature, most camps are located. Camp directors are watching this situation very closely and are anticipating changes in the future as they relate to transporting campers and their baggage to and from camp. The experiences of many camps already faced with this problem could be of great help to those camps that will be confronted with similar transportation difficulties in the near future.

Directors Meet

Recently a group of mid-west camp directors met and decided to find out how their campers' parents felt about various methods of transportation. Both girls' and boys' camps were equally represented. A questionnaire was sent out to a large group of parents by each of the participating camps. The questions and results were as follows:

1. Would you approve of your child being transported from your home or from a central gathering point to

some metropolitan center (or approved airport) near camp on a chartered plane of a regular commercial airline?

Answer: Yes - 78.7% No - 21.3%

Questionnaire

2. Would you approve if a private corporation charter line was used?

Answer: Yes - 15.9% No - 84.1%

3. Would you prefer that your child travel to camp either from home or from a central gathering point by chartered bus?

Answer: Yes - 61.4% No - 38.6%

4. Rather than any of the above, would you prefer to drive your child to and from camp?

Answer: Yes - 10.6% No - 89.4%

Many interesting comments were received from the parents. The majority felt that part of the experience of going to camp would be lost if the children were not able to meet at a central point and go together on a special train or in special cars.

Quite a few parents said that if the transportation was too great a problem, they would send their children to a camp nearer home.

The study also revealed there is a large group of parents who are not

ready or willing to let their children fly to and from camp. The greatest majority objected to the use of private charter airlines. Air transportation was felt to be much more expensive where the distance to camp was less than 500 miles.

Many camps are now flying their campers to a central point and sending the baggage by means of commercial truck lines. The problem of foul-ups due to bad weather was also a major consideration. Other factors were also considered which vary according to the location of camp as it pertains to large airports and also the distances traveled by children to their respective camps.

Bus Travel

It was felt by many that bus transportation was adequate providing the distance of travel was not too great. A large majority were against driving their children to camp with the consensus of opinion being that part of the camp experience was that of the child leaving home. Many parents felt that problems would result if they were to deliver their children to camp in the family car.

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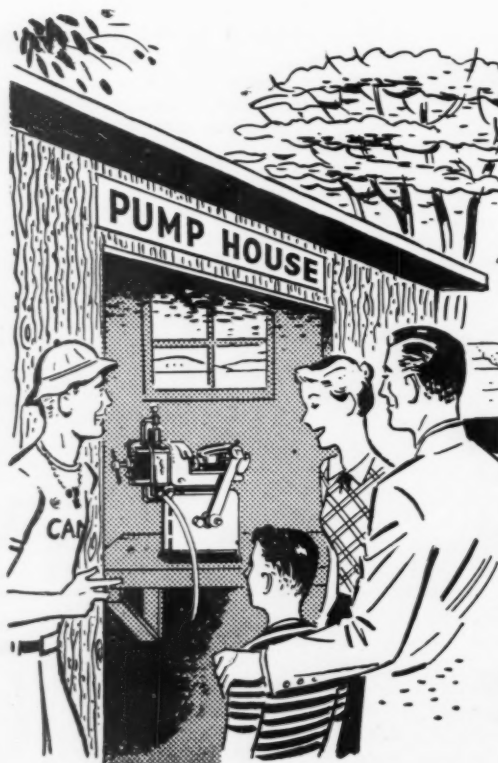
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Orienteering

Try this interesting woodcraft skill to add fun and adventure to your tripping program

**By Niels Jorgensen
and Bent Nielsen**

ORIENTEERING, defined as the sport of finding one's way without benefit of road or trail is Swedish, just as Rugby is English and Baseball, American. From Sweden, where it now has more than 400,000 followers (both men and women,) it has spread to other Scandinavian countries and, more recently, to the United States.

The ability to find one's way through forests, on lakes, and in the open country is widespread among primitive tribes with some of them exhibiting amazing skill. Some people believed these people had a special sense of orientation, but experiments have proven this is not the case. They simply employ their five senses in a more useful way. We, the more "advanced" people, can not rely entirely on our senses so we employ the use of a compass. The fascination of getting out in the wilderness and living primitively away from civilization is appealing to more and more people every day. Knowledge of orienteering is, therefore, valuable to all outdoor sportsmen, fishermen, hunters, sailors, canoeists, and voyagers.

Orienteering can be easily integrated with other camp activities. It can be enjoyed as a hobby in itself or as a competitive sport. It is camp like, adventuresome, fun, and can answer the needs of many campers. It can offer status and recognition to campers who may not have their needs answered in other program areas.

Many camps engage in some map and compass work, especially in their tripping programs, but orienteering as a project itself is not widely known. Perhaps because it is still a rather

new sport for Americans (introduced in 1946) or possibly because many directors may not know where or how to acquire leaders. The problem of good instruction should not be too difficult, as anyone with tripping experience could easily qualify.

A handbook on orienteering by Stig Hederstrom and Bjorn Kjillstrom, "The Sport of Orienteering," is one of the better ones published in the U.S. and is an excellent source of knowledge. Furthermore the cost of materials is so small, as compared to many other program areas, that it can be disregarded in relation to the amount of enjoyment it provides.

We would like to give you some practical suggestions for carrying out an orienteering program in your own camp. This is based on our several years of experience at Camp Nebagamon, Lake Nebagamon, Wisc., and as active participants in competitive orienteering in Sweden.

The equipment for such a program comprises a compass and some topographical maps. We have found the Silva Compass best suited for our purpose. It is simply constructed and mounted especially for orienteering purposes. There are three types: the Pathfinder (air filled), the Explorer and Ranger (both liquid filled.) For our purposes the Pathfinder will do nicely, but the advantages of having a steady needle in a liquid filled compass are many and should not be overlooked. The Ranger type also has a sighting mirror attached which aids in making very exact sightings.

Maps used should be the U.S. Geological Survey type. Scales for such maps are usually 1:24,000 (1 inch = 2,000 feet) or 1:62,500 (1 inch = approximately 1 mile.) For map index sheets of your state, maps and other information regarding topographical maps write the Geological Survey, Washington 25, D. C., if you

are east of the Mississippi River. For those west of the Mississippi River information may be secured through the Geological Survey, Federal Center, Denver, Colo.

In teaching orienteering, we used ranks based on individual achievement. At Camp Nebagamon the Pioneer rank is first. Campers at this stage receive 15 minutes of instruction on the functioning of the compass and after measuring their pace for a hundred feet, start on a compass course within the camp. There are also a variety of games that can be used at this point. One is to give each camper an initial reading such as 228 degrees for 75 feet. After following this correctly they find another reading and following this to a third reading. Eventually by following the readings correctly they will return to the point where they started. Traveling this course should not take more than one hour.

Map Reading

The next rank, Frontiersman, involves map reading, measuring, and how to take readings from map to field and vice versa. In this rank campers are allowed to take cross country hikes which rely entirely on compass work.

Our third rank, the Tripper, is designed to encourage advanced skills in orienteering. Hikes outside camp and courses with control points marked on the map are laid out. Each control point must be visited by the camper. Evening hikes with a few astronomical facts regarding directions are not only technically beneficial but also provide many new experiences for youngsters.

For competition a course similar to those used by the adult clubs in Scandinavian countries might be feasible. In such a situation campers would be



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required to follow a course in the shortest time possible or to visit as many points as they could in a given time.

For older campers who have become skilled with their compasses, there is always the challenge of a new and unexplored area. For an advanced rank in orienteering, drawing to scale a map of a small area (part of the camp grounds, for instance) is not only excellent for working in the field, but can also be used as a rainy day activity. Along with drawing should go the ability to plot one's position at sea (or on a lake.) Here again, it can be a prerequisite for going on trips.

The very fact that orienteering can be combined with so many other activities makes it all the more worth while. Orienteering hikes can be taken in conjunction with nature lore, photography, and fishing or with sailing and canoeing trips. But apart from that, it is hard to describe the thrill of finding the control points, after having crossed woods, brush, and hills, exactly where one expects to find them. It gives a sense of confidence; a reward for being exact and persistent, and it might give the campers many experiences with nature and wildlife which otherwise might not have been enjoyed.

Orienteering is a sport that requires and contributes toward not only physical strength but the faculties of quick perception, exactness, and imagination (picturing the countryside when looking at a map.) It is for groups as well as individuals and the possibilities for varying the courses are unlimited. It has proven exciting to campers 10 years old and up.

We do feel however, that an important aspect of orienteering is the way in which it acquaints youngsters with nature. It is important that this appreciation for the out-of-doors, of simple, primitive, and original things, be strong in the leader who is to conduct this project. If this is the case, there is a good chance that this same appreciation for the out-of-doors will "rub off" onto the campers.

Apart from the technical side, this program provides an excellent opportunity on hikes and trips to discuss many phases of life and nature—and as in our case, much discussion about life in Sweden and the Scandinavian countries.

—Niels Jorgensen and Bent Nielsen, both from Denmark, have spent several seasons at Camp Nebagmon in Wisconsin. Other camps wishing further information on Orienteering may contact Niels and Bent at: Koll. III, v. 118, Universitetsparken, Aarhus, Denmark.

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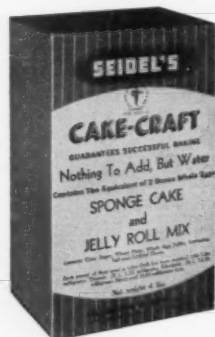
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School Camping

Successful Experiment Shows Your Camp to Help The

By Sidney Freedman

ONE OF THE principal values of school camping is that it affords the opportunity to move out of the insulated realm of classroom theory into the life-like laboratory of a natural setting. If this is a desirable educational technique for "normal" children, then the experience is at least as valuable for mentally handicapped youngsters. These children can absorb very little abstract material and learn more effectively first-hand, concrete experience.

Unfortunately, many schools for the mentally retarded are not taking advantage of the possibilities of camping as an integral part of their meaningful school program. If they are apprehensive about camping for children of such limited intelligence, then their fears can be reduced. Years ago many people were hesitant about the practicality of camping programs for the physically handicapped; now there is almost universal acceptance.

The conviction that camping has much to contribute to the education of the mentally handicapped child prompted the Chicago School for Retarded Children to experiment in the field of school camping.

A classroom group was selected which consisted of five and six year old children of both sexes. Some were mongoloids; others were brain-injured. I.Q.'s ranged between 35 and 65. Each of the children was toilet-trained by day, and all were capable of feeding themselves when handled firmly. While their speech was not readily understandable to outsiders, none of them had any gross physical defects. Not one had ever been away from home before.

Because of the many upper respiratory difficulties experienced by some retarded children, the youngsters were seen by a pediatrician within an hour

before departing for Camp Henry Horner at Round Lake, Ill. In addition to various anti-convulsant drugs, the medical kit included ointment to relieve the discomfort of morning "granulated eyelids" which seem to commonly affect young mongoloids.

Also taken along were standard classroom materials so that certain daily routines, which provide the security of the familiar, could be maintained. Each child was permitted to bring along a favorite doll or toy with which he ordinarily slept. In addition, like most other new campers, they brought enough of everything else to comfortably withstand a two-year siege!

Homesickness was one of the most formidable problems the staff anticipated facing. This reaction is not uncommon even among five year olds of normal intelligence, to say nothing of the less mature retardates. Consequently, the complete absence of discomfort or unhappiness was surprisingly gratifying. In fact, adjustment to a strange environment was made with a minimum of difficulty. Enuresis, commonly considered a symptom of insecurity, was nearly non-existent. This was true even for those children whose parents warned us that the problem was usual at home.

Our goals for this experience did not differ significantly from those most of you would formulate for a normal school-camping program. They were:

1. *Provide New Experiences.* This was not difficult, since almost everything was a new experience for those over-protected youngsters. Boating, roasting hot dogs, learning to roller-skate on the black-top courts (much safer than city streets,) and seeing strange animals and flowers, were

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among the most talked about new experiences.

2. *Promote Greater Self-Sufficiency and Independence.* By being more demanding of these children in the area of self-help, permitting them to struggle awhile, and then praising their successes, we attempted to instill in them greater confidence and a growing desire to do things for themselves. These tasks included dressing completely, eating properly, brushing teeth, washing, etc.

3. *Provide A Good Time.* We felt that "fun" was one of our most important goals. Ordinarily, these youngsters are social isolates, barren of opportunity for pleasurable group experience. We knew that camping would afford the kind of program they would not soon forget.

Rest for Parents

4. *Give the Parents A Rest.* Although most camp directors do not consider this their function, we nevertheless feel that we can perform a legitimate service for conscientious parents who have never had a day's respite from ministering to their handicapped child. Family tensions can often be eased when parents have a little leisure time to spend with each other.

From the foregoing, it should be apparent to educators that camping could have an important place in the training of the mentally retarded. Consequently, it is hoped that camp people, when called upon, will recognize and seize the opportunity to lend their facilities and special skills to the growth of this exciting concept.

—Mr. Freedman is the executive Director of the Chicago School for Retarded Children.

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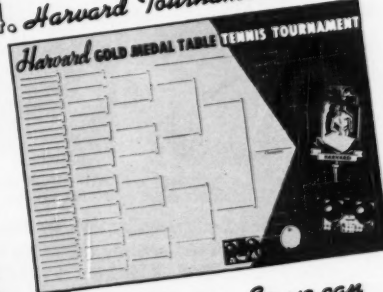
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Let References Help You Counsel Staff

By Willa Oldham

AS EACH camping season opens the director greets the old staff along with the untried counselors who are coming to camp for their first leadership experiences. For the next month or two the director sits on pins and needles hoping the chosen group will be "johnny-on-the-spot" and able to meet the varying situations. However, deep down there is that feeling of knowing that probably one of the chosen counselors will have difficulty adjusting to outdoor living when it becomes a 24-hour a day role; another who gets along fine with people until he is suddenly aware that he will be with the same people day in and day out; and someone who, for no apparent reason at all, seems to get caught up in a personality trait that momentarily bids to engulf the victim.

In working with each new staff member, we try to raise ourselves to our highest capacities, draw on our best experiences, and remember the basic fundamentals of social behavior. All this is very well for generalizing and sometimes even serves the purpose. However, by planning well in advance one might use a very valuable tool—the actual reference forms received with all staff applications. This tool will aid in understanding staff members both from their own self evaluations and from the opinions of others.

If our interests in each and every staff member go beyond routine supervision, we must prove it. The degree to which this is done lies in our inter-relationships, our experience and the confidence we have in our own ability.

The method outlined here proved most satisfactory in one camp.

Reference sheets were sent out, not only to the three references proposed by the applicant, but also to faculty members, employers and acquaintances of the prospective staff member. Included on this sheet were a number

of desirable qualities along with various contrasting traits. The person receiving the questionnaire was asked to: 1. Check five traits that most clearly stood out as characteristic of the person being considered; 2. To check those traits where they felt the applicant needed assistance in order to develop a well balanced personality. Each camp would have its own list of qualities to be enumerated so no actual list is given here but it should contain such items as: Leadership, teaching ability, emotional stability, immaturity, tendency to be careless, and others.

Information from all counselor reference forms was then consolidated on a summary sheet. After the staff had been selected, the first use of this information was as an aid in determining which counselors should be grouped together. Naturally position and skills of each had a lot to do with these groupings. As the summer progressed it proved to be well worth the effort to have given time and consideration in trying to bring a balance of general personality traits into effect.

Several days after the first campers had arrived and the staff showed signs of settling down to a steady pace, a copy of the summary sheet with the following explanation was given to each staff member:

Confidential—Self Evaluation

"The characteristics listed below are also those that were included on the list given to the references you suggested when applying for this position. The camp director has a companion sheet giving a summary of how you were evaluated by not only the persons you named but also by other faculty members, employers, and acquaintances of yours. This summary, together with your own self evaluation, will be the basis for your first staff conference. You need not

show your self evaluation form to the director. This form has been given to you in advance only to help you think clearly. You are asked to do as honest a self evaluation as you are capable of doing.

"From any suggestions you might have, plus information from the summary sheet, the topic of your first conference with the director will be arranged. This conference is aimed at helping you and the director plan a program to see that your personal growth may continue during your experience at camp."

It was interesting to note that quite frequently the self evaluation of the person was in accord with the check marks on the summary sheet. When a staff member showed resentment of something checked, even in only one column, a careful discussion between counselor and director was held to see whether or not a blind spot had been uncovered.

On the self evaluation sheet and during the initial conference with the director each counselor was also given an opportunity to tell:

1. The type of traits they admired in another person.
2. The traits they did not like to see in others.
3. Why they thought persons might have checked something if it was on the negative side, and whether they felt there was basis for this check mark.
4. What their personal hope was for their own development.

Continuing Program

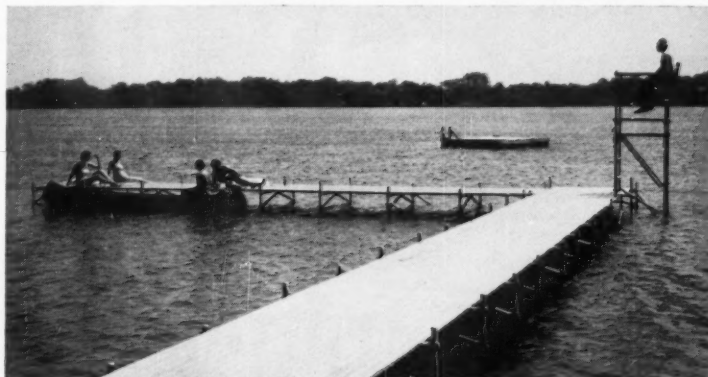
After the entire summary had been explored by director and staff member, they came to a decision whether the staff member wanted and would receive guidance and an opportunity to improve himself or whether he preferred to drop the plan. For those who asked for specific help a second conference was held midway through the camp season. During the last week of camp a third and final session was held with the director to discuss if the counselor felt any improvement had been made and how this program might be continued after leaving camp.

When not in use these forms, along with the reference forms and application of the individual staff members were kept in the locked, confidential file of the director. They also prove of value for several years for often the director receives requests from staff members to fill out references for other jobs.

—An earlier article by Mrs. Oldham, "Go After Good Staff References" appeared in the December 1959 issue of *Camping Magazine*.

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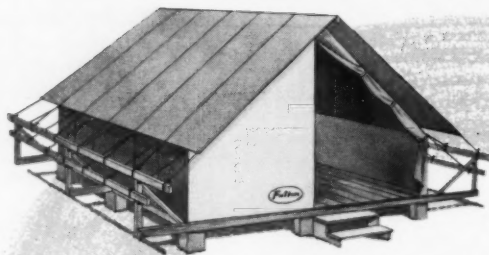
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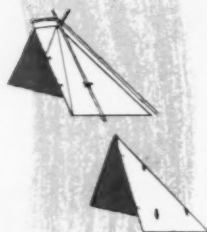
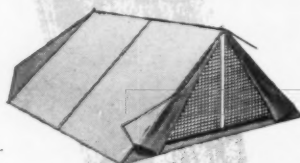
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Camping Magazine

ACA NEWS

ACA President Rogers Nationwide Activities,

By Fred Rogers
President, ACA

Magazine deadlines being what they are, this report was written in advance of the ACA Golden Anniversary Convention at San Francisco but you are reading it after that meeting. Were it possible to postpone deadlines, we feel confident our report would be "starry-eyed" with full information on the Executive Committee meeting, the Board's actions, the wonderful hospitality of the Northern California host Section, the inspiring program we experienced and the exciting visit in the land of the Golden Gate. The next issue of the magazine will cover these matters in detail.

Those of you who attended the Convention were able to pick up copies of the Annual reports to the membership by the Executive Director and President. These reports are a written resume of the activities of the Association in the first year of this administration and a projection of the anticipated program in the coming year, plus our opinion of long range ACA priorities. A limited supply is on hand and can be secured by writing American Camping Association, Bradford Woods, Martinsville, Ind. We recommend this especially if you have little contact with an active Section of ACA and thus are not able to know the magnitude of the total ACA program.

One of the exciting "firsts" of the Convention was the introduction of the book, "Light from A Thousand Campfires." This is a compilation of 95 of the best articles from Camping Magazine down through the years. It is practically a "must" for a camp library. It will be especially useful in staff training and CIT courses. The book sells for \$4.95 and can be ordered through the ACA Publications Committee by writing the National Headquarters. By the way, many publications on camping subjects may be purchased through this committee, so note carefully the listings you will receive from ACA or write the National Headquarters for a list of available publications.

Another first for ACA is the announcement of the winner of the \$200 scholarship awarded to a col-

Reports Current Program, Plans

lege graduate doing advance research work on a camping subject. This is the first of three such scholarships given by the Michigan Section to the Research and Studies Committee for annual award. The final papers will be available to members as a service of the Studies and Research Committee.

We are proud to announce that two important Committees have been activated in recent weeks.

Catharine Hammett, with the cooperation of Julian Salomon and Emily Welch, has agreed to prepare a "History of ACA"—a timely presentation of the first 50 years of our Association. Many of you have material that will be useful to them. We urge you to send it, c/o National Headquarters.

C. Walton Johnson has accepted the Chairmanship of a committee to continue to study and prepare for presentation an ACA "Code of Ethics."

Membership Drive

The membership campaign is now under way with an outstanding organization set up to provide the impetus. It is interesting to see the different approaches each Section is using to try to reach its goal. From this point on, the job is up to each of us, as individuals, so let's join the fun and take ACA "over the top" in our 10,000 member goal. We surely don't have to look far for prospects! Even with the wonderful growth of the last two years, there are still more than 65% of the nation's camps who do not have Camp Memberships and thousands of camp related people who are not, but should be, members of ACA. Let's make it a "one gets one" campaign and we'll embarrass the Membership Chairman for his modest goal!

The response of the memberships in requests for the "I Go to Camp" folder exhausted the first printing by a substantially great amount. It is hoped that a second printing may be possible, but if not, original requests will be trimmed so that all who requested will get a good supply. By the way, don't miss the very clever TV commercial on camping which is being used in the Kool-Aid contest pro-

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motion. Also—did you read the interesting and provocative camp story in the January 30 *Saturday Evening Post* entitled, "The Boy from the Woods"?

Elsewhere in *Camping Magazine* you will find the report of the recent election. From six outstanding candidates ACA membership has chosen three fine leaders for President-elect, Vice-President and Treasurer. We congratulate the winners and assure the membership of fine stewardship of ACA affairs under their leadership. It is unfortunate that equally capable people have to be "losers." But, "losers" are winners, too, in this case, for they will continue their already fine contributions and efforts in behalf of ACA program.

Thanks to the many who have written us with opinions relative to the Family Camping proposal. Each is carefully considered and is included in the continuing study and deliberation of the Board. An interested and concerned membership is gratifying and is the mark of a vibrant program.

The 1960 camping season is rapidly approaching. Be sure to keep enough time for your ACA Section affairs within your time budget—even in these busy spring days. Also, remember—10,000 members by May 1st!

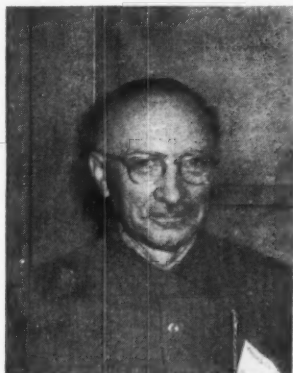
ACA Membership Names Officers

Members of the American Camping Association have named Stanley Michaels, President-elect; J. Wendell Howe, Vice-president; and Otto Rosahn, Treasurer. The newly-elected officers were introduced at ceremonies at the ACA National Convention in San Francisco.

Stanley Michaels, pictured on this issue's cover, is director and owner of Camp Nahelu in Michigan. Stan was serving as ACA vice-president at the time of his election. Long active in Section and Regional work, Stan has also worked closely for many years with the National ACA organization. From 1952 to 1957, he was chairman of the national Standards Committee and was instrumental in the initiation and implementation of the nation-wide Camp Standards program.

J. Wendell Howe, ACA's new Vice-president, is director and owner of Skylake Camps in California. His most recent service to the ACA National organization was as chairman of the Golden Anniversary Convention in San Francisco. Wendell has also been active in the Northern California Section and in Regional work.

Wendell will serve as the Vice-president representing private camps.



J. Wendell Howe

Otto Rosahn, owner and director of Camp Birchwoods in Massachusetts, has had previous experience in ACA financial matters for he is a past chairman of the National Finance



Otto Rosahn

Committee. As Treasurer of ACA, Otto will continue his history of service to ACA both nationally and on Sectional and Regional levels. He is a past-president of the New York Section and a past chairman of the Region II Convention Program committee.

John P. Sprague

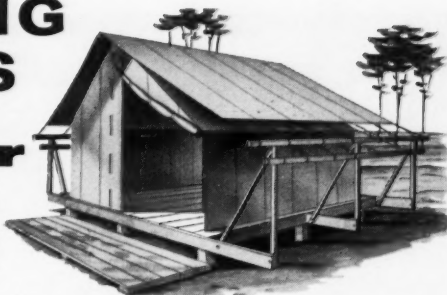
Dr. John P. Sprague passed away in January in Orlando, Florida. Dr. Sprague was the first and only President of the Mid-west Camp Directors Association, from 1921 to 1924, and was President of the Camp Directors Association from 1929 to 1930. These associations were among those which later formed the ACA.

Dr. Sprague was owner of two northern Wisconsin camps; he established Camp Minocqua in 1905 and Clear Water Camp in 1914.

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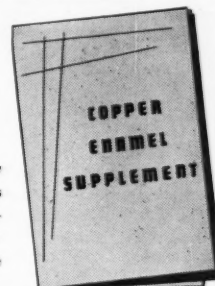
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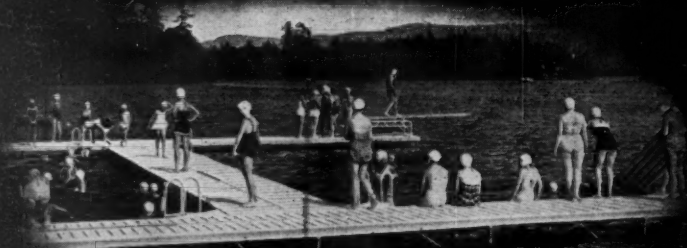
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Student Serves On Editorial Staff

This month's issue of Camping Magazine has had the added services of a "guest" editorial worker. Richard Jaenicke, senior at Springfield College, Springfield, Mass., began work at the magazine's Plainfield, N. J., offices in January. He will continue working with the magazine's staff until the middle of March. Dick, his college advisors and Galloway Publishing Co. developed a plan so that he could spend approximately 10 weeks in an organization serving the camping field. All seniors at Springfield College participate in field work.

Dick, a Recreation and Youth Leadership major, has had experience on college publications as well as



Richard Jaenicke

several years of counseling work. He has been a counselor at Camp Med-O-Lark and Camp Wyonegonic, both in Maine, and at Boy Scout Camp Mattatuck in Connecticut.

During his first six weeks at Galloway Publishing Co., Dick has worked on many of the jobs involved in publishing Camping Magazine. He has edited copy, worked on advertising sales, proofread, done layout work and worked closely with the printer. By the time this copy reaches you, Dick will have worked on it from beginning to end—from editing manuscripts to mailing out copies.

National Wildlands News

Our national parks, monuments and wildlife refuges are being championed by a monthly newspaper, National Wildlands News. The first issue went out to subscribers December 1. The paper's intent is to build an informed public to defend our national sanctuaries and preserve them for the uses for which they have been established. For more information write to National Wildlands News, 2607 Connecticut Ave., Washington 8, D. C.



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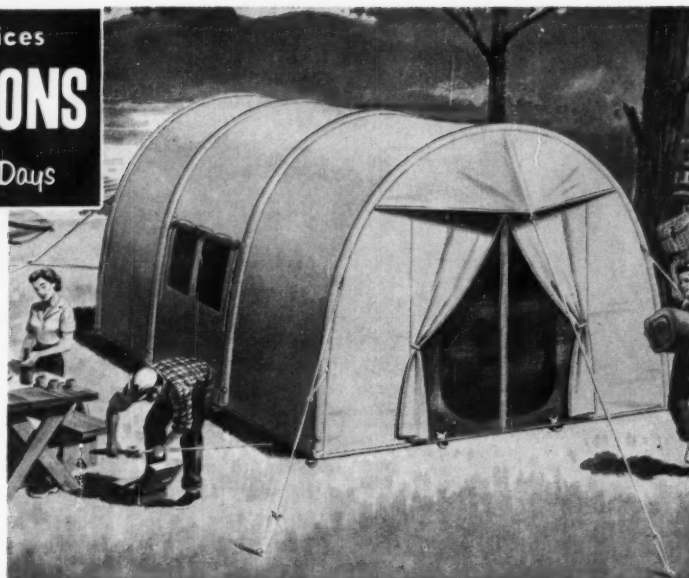
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2 CAMPING, WHAT IS IT?—Betty Lyle. A very fine discussion of a basic philosophy, certain techniques and skills and certain values which are, or should be, inherent in all good camping. 1947. (Reprinted 1954) 8pp. 30¢.

3 THE CAMP NURSE—Every director of every type of camp should use this as a guide to help the camp nurse in her duties and responsibilities. 1956. 25pp. 50¢.

4 SUGGESTED POLICIES AND STANDING ORDERS FOR NURSING SERVICES—Revised January, 1959. 8pp. mimeo. 25¢.

5 CAMPING AT THE MID-CENTURY—McBride. A census of organized camping in America. Facts and figures; includes a history of U. S. camping, outlines of desirable practices, and a prediction of future trends. 1953. 41pp. \$1.00.

6 CAMP COUNSELING IS CHANNEL NUMBER ONE—A message to potential camp counselors. Printed both sides on a card
CAMPING MAGAZINE

approximately 4" x 9". 10¢ each; 35¢ per dozen; \$2.00 per 100.

7 BIBLIOGRAPHY OF STUDIES AND RESEARCH IN CAMPING—Revised, 1958—American Camping Association. Lists by authors, with degrees noted, the many studies which have been made in the various categories of camp operation. 27pp. mimeo. 30¢.

8 ANNOTATED BIBLIOGRAPHY ON CAMPING, including the 1957 SUPPLEMENT—Prepared for ACA by Barbara Ellen Joy. An excellent resource of value to directors and counselors. 1955. 36pp. 65¢.

9 CUMULATIVE INDEX TO CAMPING MAGAZINE—Subject index, Vol. 1, No. 1 (March - April 1926) to Vol. 30, No. 8 (December, 1958), 35¢.

10 DIRECTORY OF CAMPS FOR THE HANDICAPPED—State by state listing of 204 camps serving the handicapped. 1959. 77pp. 50¢.

11 MASTER PLANNING PAYS DIVIDENDS—Sears. Reprint from Camping Magazine, Nov. 1957. A strong plea for

the use of master plans in connection with the development of organized camps. 10¢.

12 A CAMP DIRECTOR TRAINS HIS OWN STAFF—Hammett. Suggestions for pre-camp and in-camp training. Contains excellent and definite information; most useful. 32pp. 50¢.

13 DIRECTORY OF ACA MEMBER CAMPS—Camps holding a membership in the American Camping Association are listed alphabetically by states. Information includes location of the camp, name and address of owner or operating agency, number and sex of campers, facilities, rates, program highlights. 1959. approx. 275pp. \$1.00.

14 CAMPING IS EDUCATION—Prepared by an ACA Committee under the chairmanship of Helen Haskell. Additional copies of the monograph, with heavy cover for permanence. 36pp. 75¢.

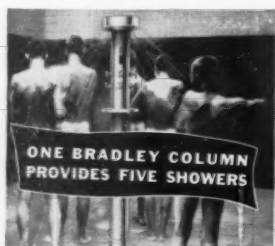
15 LIGHT FROM A THOUSAND CAMPFIRES—Edited by Kenneth Webb. A selection of inspirational and philosophical articles from Camping Magazine. (Association Press) 384pp. \$4.95.

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ACA Sections Report Meetings, Conferences

Region I

New England Section members attending the February 5-6 Convention in Boston elected three new directors. Those elected to the four-year posts were Barbara Ellen Joy, camp consultant, William Brewster, Camp Birch Rock and Basilla Neilan, Camp Elbanobscot.

Region II

E. R. Segesser and three staff members from the New Jersey State Health Engineering Office were the principal speakers at the February 8 New Jersey Section Meeting. Discussion centered about ways in which camp directors and health officials might work together in their strivings for safer, cleaner camps.

Future highlights for the New Jersey Section include the Fourth Annual Winter Workshop to be held in Cranford on March 19. Kindred interest groups will hold meetings throughout the day to learn and discuss new ideas in various areas of the camping field.

At the April meeting of the New Jersey Section members will hear Clarence G. Moser speak on communications in camp. Catharine Hammett will be the speaker at the Section's annual banquet in May.

New York Section's Standards Committee analyzed the reports from 127 camp visitations and listed items that need particular attention in some camps before next season. These are: written job descriptions, personnel policies and camp objectives; plan for pre-camp and in-camp staff training; procedures for determining camper interests; out-door emphasis in overall program; review of ACA standards, fire prevention measures, emergency techniques and insurance.

Region III

The Michigan Section's publication, "The Woodpile," is carrying in serial form the statistical results of a graduate student's thesis at Michigan State University. The student sought to determine: (1) Is there need of more land for resident camping in the state of Michigan? (2) How many children go to resident camps in the state? Section president Cliff Drury has asked members to let him know of other research projects in the field of camping.

Nutting Truck and Caster Co., 1201 W. Division St., Faribault, Minn., offers free literature describing on-site construction of docks to save shipping costs. Metal side pockets, corner pockets, and base plates are used in this construction, and spring assembly and fall removal is said to be accomplished easily and quickly.

Johnson & Johnson's new "Resusitube Airway" provides an inexpensive yet easy to operate mouth-to-mouth resuscitator. The "Airway" is equipped with a breathing tube for the victim plus a mouthpiece that eliminates direct oral contact. Further information and prices may be obtained by writing Johnson & Johnson, New Brunswick, N. J.

A "Breathe Life Trainer" recently developed by the Medical Supply Co., allows a trainee to practice the mouth-to-mouth method of artificial respiration. Use of the "Trainer" prepares the trainee for difficulties he might encounter such as: Blocked air passageway, stomach distension, improper jaw position. For further information write the Medical Supply Co., Rockford, Ill.

Julee Manufacturing Corp., originators of the "Guardian" sleeping bags, announce the introduction of a new, insect-proof sleeping bag. The canopy for this new bag has been treated with metadelphe insect repellent and is reported to keep out ticks, chiggers, mosquitos, biting flies, and other insects. For prices and catalog showing the complete line write the Julee Manufacturing Corp., Springfield, Mass.

A complete set of booklets and charts for small boat owners is being published in 1960 by the Mobil Oil Co. Information about the following booklets, Mobil Boating Guide, America's Waterways, Radio Weather Bulletin and others may be obtained by writing the Small Craft Division, Mobil Oil Co., 150 East 42nd St., New York 17, N. Y.

Repairs for fiberglass and wood surface boats are now simplified with the new Neehi "Patching Kit." Information about this new kit, which comes complete with materials for

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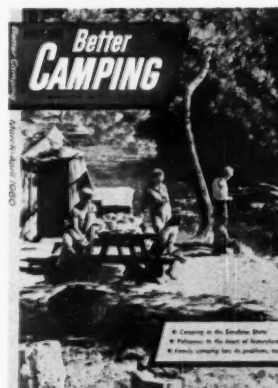
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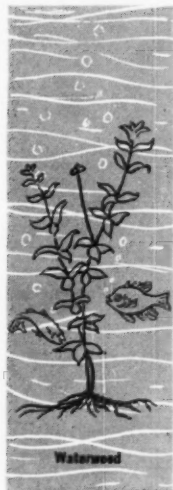
X-acto, Inc., Long Island City, N. Y., has a new 27-page "Project Handbook and Hobby Tool Guide." This guide offers varied help for hobby projects in woodcarving, model building, leathercraft, Indian beadwork, and other activities. With many illustrations the book is designed to guide beginners and advanced hobbyists in the proper use of craft tools in a wide range of projects.

A new springboard that absorbs diving force with dual horizontal springs has been introduced by "Perma-D" Products Division of Central Machine Works Co., Dept. 100, 1221 Central Ave., Minneapolis, Minn. The spring tension is easily adjusted. The base requires two feet of mounting area and can be bolted firmly to docks, floats, house and pontoon boats.

A new 1960 catalog describes Grey Owl Indiancraft Company's line of handicraft kits and bulk supplies. The company also offers help in planning and carrying out your camp's Indian Lore Program. For further information contact: Don Miller, Grey Owl Indiancraft Mfg. Co., 4518 7th Ave., Brooklyn 20, N. Y.

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BUSINESS MANAGER (female) June through August, experienced. Also, nurse tripping counselor and general counselors for YWCA Camp in Leicester, Mass. Write: Camp Director, Y.W.C.A., 6 Chatham St., Worcester, Mass. abc

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WISCONSIN GIRLS' CAMP has openings for counselors 20 years or older, one year college. Counselors engaged for ability to live happily with campers as camp counselors. Following program skills important but secondary: canoeing, sailing, tripping, swimming, riding, tennis, crafts, land-sports, dance, music, dramatics. Write to: Miss Rosalie Giffhorn, 1979 South St., Lincoln 2, Nebr. abc

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CAMP GLENMERE FOR GIRLS. Monterey, Mass., has openings for swimming instructors (WSI), tennis, golf, dramatics, music (piano), R.N., dance, arts & crafts. Write to: Mrs. Sonny Winter, 215 W. 92nd St., New York 25, N. Y. bcd

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CAMP SOMERSET FOR GIRLS in Maine has openings on staff for swimming instructors (WSI), synchronized swimming instructor, athletics, tennis, tripping, canoeing, sailing, archery, golf, water skiing, riding, dramatics, riflery, crafts, music (piano), general, camp secretary, registered nurse. Applicants must be 21 years of age with previous camp counseling experience. Salary range \$300 to \$575 depending upon experience, plus transportation and clothing allowance, etc. 150 campers, 60 staff. Write: Allen Cramer, 300 Central Park West, New York 24, N. Y. labcd

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BROTHER-SISTER CAMPS in Northeast Pennsylvania seek qualified personnel for waterfront, landsports and nursing positions. Working couples considered. Write: David Blumstein, 1410 East 24th St., Brooklyn 10, N. Y. bcd

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PROGRAM DIRECTOR. New Hampshire Girls' Camp. W.S.I., nurse, tennis, dancing, riding, riflery. Charles Goldberg, 29 Ocean Ave., Winthrop, Mass.; Clifford Bogin, 75 S. Park Dr., Old Beth Page, L. I., N. Y. bc

GIRLS' CAMP seeks qualified counselors for art, tennis and sailing departments. Write Box 729. b

COUNSELORS. Southwestern Michigan. Private brother-sister camp. Rated instructors needed for swimming, campcraft, small craft, riding, crafts, riflery, sailing, athletics, nature, dramatics, etc. Write: Lake of the Woods Camp, 8741 S. Cregier, Chicago 17, Ill. tf

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COUNSELORS: Vermont Girls' Camp. College sophomore or older. Arts & Crafts, dance, drama, photography, music (pianist and glee club director), riding instructor. Physical Education majors for athletics and tennis. Physical Education majors, W.S.I. for swimming, small craft, sailing. Write: Mrs. D. Dell, 315 West End Ave., New York 23, N. Y. **b**

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AFTER TAPS

... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.

Plan for Effective Counseling

By Angelo V. Boy

MANY youngsters who attend camp each year bring with them deep personal problems. These problems may result from circumstances at home or school, associations with peer groups, or they may be related to the camper's own personality. These troubled youngsters *do* come to camp, and camps have an obligation to meet their needs as well as the needs of well-adjusted campers.

The wholesome atmosphere of camp life offers troubled youngsters an excellent opportunity to talk over problems with counselors trained in the counseling process and acceptance and understanding of the youngster who is bearing a problem. However, many camps have grown so complex that this individual counseling assistance is often lost because of the maze of group activities which have become the central part of camp life.

Counselors are constantly called upon to lead these larger group activities. This leadership occupies such a major portion of their time that little opportunity is left for the individual counseling which can be of maximum value to a troubled camper.

There must be a return to individual counseling if the camp is to provide a significant experience for the youngster with a problem. Group activities do have value and are essential to a camper's growth, but they must not become the total experience for the youngster while at camp. Individual counseling is still the most significant association a youngster can experience while at camp and should not be sacrificed because of a concentration on group activities. There must be a re-emphasis of the value of individual counseling if the camp is to provide a most

worthwhile experience for the troubled camper.

Counselors who function well in the counseling situation, who are understanding without moralizing or judging, can provide a healthy atmosphere for a camper who is beset with a personal problem. A counselor with the ability to assist campers in their personal growth is an invaluable member of the camp staff. His ability should be utilized by providing maximum opportunities to work with campers on an individual basis.

What about group activities? They certainly should not be sacrificed at the expense of a counseling program . . . but they can be more expediently handled by group activity leaders rather than by a counselor who is able to render valuable service to the troubled camper. By such an approach, the trained counselor could be released from time demands of group activities to devote his time to counseling campers who have personal problems.

We must re-emphasize the value of *effective counseling by trained counselors* and realize its importance in the adjustment of the camper who is carrying a personal problem. We can work toward this adjustment on the part of the youngster by giving him the opportunity of working with a counselor who has enough time to counsel. Essentially, we must make a distinction between and re-define the roles of the *camp counselor* and *group activities leader*, if the troubled camper is to profit from the camp experience.

—Mr. Boy is a guidance counselor at Parlin Junior High School, Everett, Mass., in addition to his camp work.

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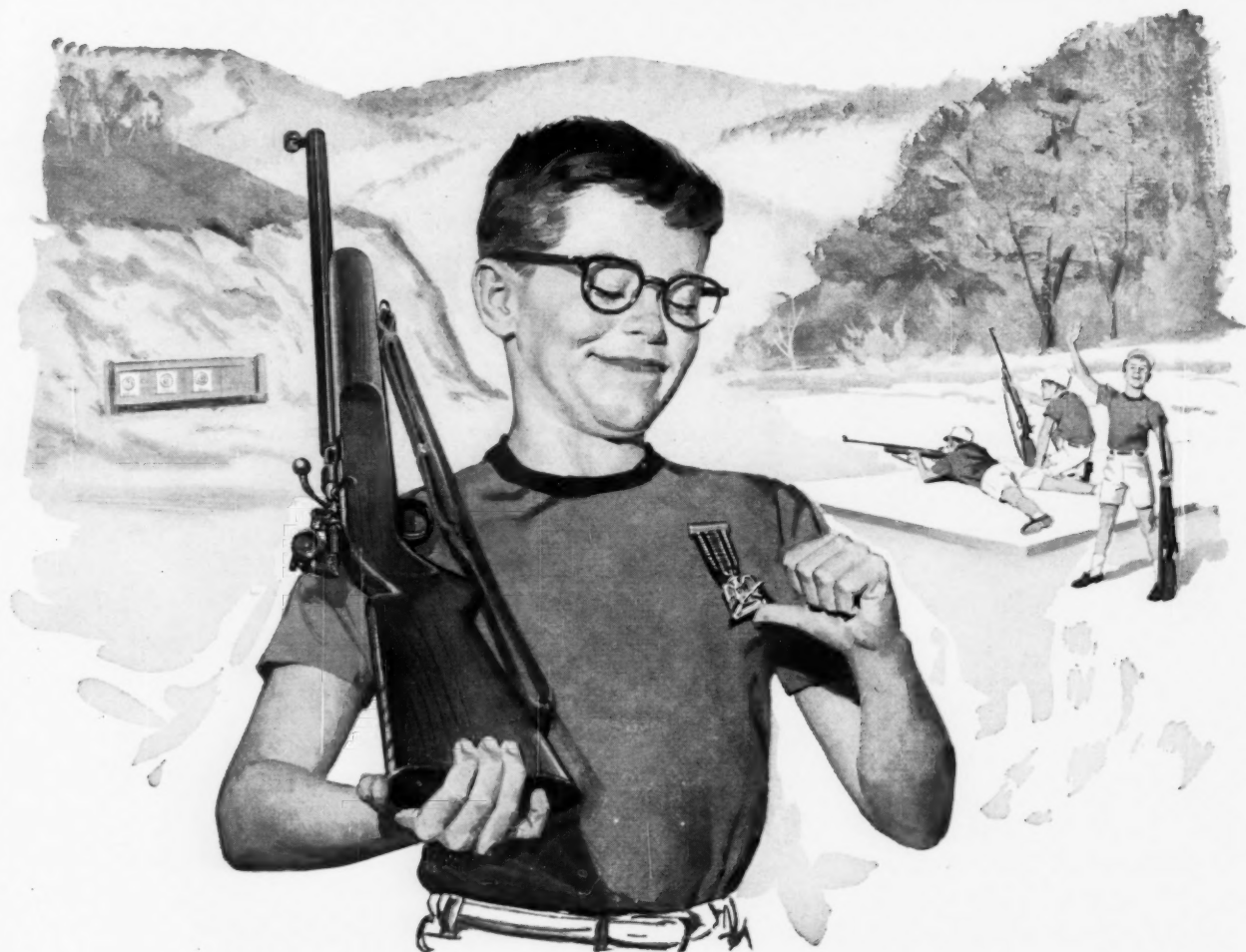
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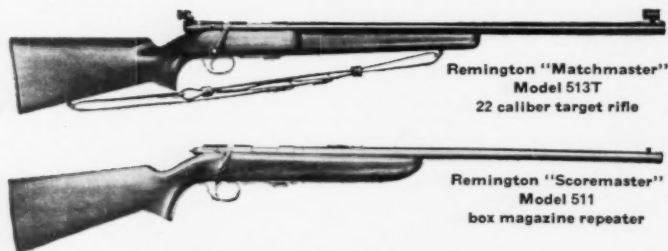
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